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ABSTRACT

This publication contains a collection of 95 abstracts of presentations on college student transitions, particularly those of freshmen, transfer students, and seniors. Each abstract is designed to give the reader a short summary of a presentation and to provide the name, address, and telephone number of the person to contact for additional information. The abstracts are arranged alphabetically by college or university name. Some of the subjects include: mentoring programs for students with disabilities, freshman orientation programs, faculty leadership in academic affairs, problem solving in core curricula, minority student satisfaction surveys, images in college student advertising, peer leadership, workforce readiness assessment, joint admissions for associate and bachelors degrees, transitions for returning adult students, clustered learning, student retention, summer bridge programs, capstone courses, campus climate, teaching effectiveness, residential colleges, identity development, values education, nursing education, freshman interest groups, community colleges, Internet use, electronic articulation and degree audit systems, career and life planning, and lifelong learning. (JB)

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ED 388 181

Inaugural National Conference

Students in Transition

Critical Mileposts in the Collegiate Journey

Conference Proceedings

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November 9-11, 1995
Dallas, Texas

The Inaugural National Conference on Students in Transition was held November 9-11, 1995. During the three-day conference, educators met in Dallas, texas to concentrate on ther three major student transitions: Freshman, Transfer and Senior. This *Proceedings* has been produced primarily for those who attended the conference hosted by the University of South Carolina and the Texas Higher Education Coordinating Board.

This publication contains a compilation of abstracts written by the individual presenters of the concurrent sessions. Each abstract is designed to give the reader a succinct statement of each presentation and to provide the name, address, and telephone number of the person to contact for additional information.

The conference staff hopes that you will find the *Proceedings* helpful as you continue your challenging work with students in transition.

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Table of Contents

The Art Institute of Dallas, "Brain-Compatible Teaching and Learning: Freeing Your Students' Natural Abilities to Learn" ____ 1

Bloomfield College, "Surviving Encounters With the Absurd" ____ 3

Brazosport College, "Developmental Education in Texas Community Colleges" ____ 5

Capilano College, "'OSCAR': A Cross-College Mentoring Program for Students with Disabilities at Capilano College" ____ 7

Central Missouri State University, "Academics in the Orientation Process: Easing the Transition of First-Year Students" ____ 9

Central Missouri State University, "Leveling the Playing Field for Developmental Writers: A Three-Year Study" ____ 11

Central Missouri State University, "Transferring Advocacy: An Extra Transition for Students with Disabilities" ____ 13

The College of Saint Rose, "Faculty Leadership and Continuous Quality Improvement: Implementing New Paradigms in Academic Affairs Administration" ____ 15

The College of Saint Rose, "Problem Solving and the Core Curriculum: The Use of Progressive Case Studies" ____ 17

Collin County Community College, "Making a Difference with Students in Transition: A 'Hands On/Minds On' Approach" ____ 19

The Colorado College, "Designing and Implementing a Minority Student Satisfaction Survey" ____ 21

Colorado Mountain College, "Assessing Program Effectiveness: The Colorado CORE Transfer Program" ____ 23

Columbia University in the City of New York, "Bare Chests and Attitude - Current Images in Advertising Aimed at the College Student" ____ 25

Concordia University Wisconsin, "Student to Student: Peer Leadership in the Freshman Seminar" ____ 27

Dallas County Community College District, "Innovations in Articulation" ____ 29

East Tennessee State University, "University 101 - Topics for Transition" ____ 31

Elon College, "The Transition From Seniors to Alumni: Enhancing Institutional Effectiveness" ____ 33

Essex County College, "Tearing Down Impediments to Learning in Community Colleges" ____ 35

Florida Atlantic University, "Recruiting and Retaining Multicultural Students: A Multifaceted Approach" ____ 37

Florida Atlantic University, "Fighting for College Success" ____ 39

Georgia Southwestern University, "Helping the Underprepared: Using Learning Styles Research to Teach Problem Solving Strategies" ____ 41

Gulf Coast Community College, "Citizen Leadership Education Program" ____ 43

Humboldt State University, "Critical Writing for Freshmen: Using the Mass Media" ____ 45

Indiana University Purdue University Indianapolis, "The School of Science Electronic Adviser - A Complement to Academic Advising" ____ 47

Jacksonville State University, "Offering Freshmen Essential Tools for Success" ____ 49

Johns Hopkins University, "Disorientation" ____ 51

Kean College, "The Center for New Students - An Innovative Program for Students in Transition" ____ 53

Kent State University, "Diversity Training Cadre" ____ 55

Louisiana State University at Alexandria, "Two-Year to Four-Year Transfers: On the Same Campus" ____ 57

Louisiana State University at Eunice, "Pointing Them in the Right Direction with Communication Networking" ____ 59

Magnolia Bible College, "Developing a Safety and Security Orientation for Freshmen and Transfer Students" 61

Marietta College, "The Pioneer College Pioneers the Future" 63

Marietta College, "Student Outcomes Assessment: Evaluating the First- Year Transition Course" 65

Marietta College, "The Validity of the Myers-Briggs Indicator Within Academic Settings" 67

Marquette University, "A Learner-Centered Approach for Freshman Transition" 69

Marywood College, "Transfer Students: Transitions Personified" 71

Meredith College, "A Survey of Alumnae Opinions on General Education, Majors, and Capstone Courses" 73

Michigan State University, "The Workforce Readiness Assessment: Bridging the Freshman and Senior Years" 75

Middlesex Community College, "From Associate to Bachelor's Degree in One Smart Move: Joint Admissions" 77

Milwaukee School of Engineering, "Financial Aid, Interpersonal Communication, and Persistence" 79

Missouri Southern State College, "Why Doesn't 'Student Satisfaction = Retention' on a Commuter Campus?" 81

Missouri Western State College, "What To Do When the Numbers Won't Crunch" 83

Mitchell College, "Developing a Paradigm for Academic Student Success (PASS)" 85

Mount Saint Mary's College, "Exploring the Usefulness of a Different Transition Lens: The Expectations of Freshmen, Transfers, Seniors, the College Community and Other Stakeholders" 87

New Mexico State University, "Transitioning Together: 'Project Support' for Returning Adult Students" 89

Nicolet Area Technical College, "In the Grip: Examining Stress Using the Myers-Briggs Type Indicator" ____ 91

Northeast Missouri State University, "Residential Colleges: Retaining Students, Enhancing Academics, Shaping Lives" ____ 93

Ohio University, "A Transition to the Transition: A Summer Bridge Program for Minority Students" ____ 95

Ohio University, "Freshman Year Enrichment (FYE) at Ohio University" ____ 97

Oklahoma State University, "Entry-Level Analysis: Using Multiple Variables for Predicting Success and Placement into Courses" ____ 99

Pima County Community College, West Campus, "Transfer Strategies: A Course for Today's Transfer Student" ____ 101

Purdue University, "Leadership in Transition: A Capstone Course for Tomorrow's Leaders" ____ 103

Purdue University, "Transition Two Ways - A Mentoring and Leadership Program" ____ 105

San Diego State University, "Campus Climate: A Comparative Study of Student Perceptions by Ethnicity and Gender" ____ 107

St. Louis Community College, "Listen! It Works!" ____ 109

Shippensburg University, "Clustered Learning for Special Populations of First Year Students" ____ 111

Southampton Institute, "Putting Teaching on the Agenda - The Quest for Teaching Effectiveness" ____ 113

Southwest Texas State University, "Embracing Change: Creative Teaching Strategies for Students in Transition" ____ 115

Southwest Texas State University, "Negotiating the Administrative Maze: History, Development, and Adaptation of the Residential College" ____ 117

Southwest Texas State University, "Owners of the Academy: Revitalizing Through the Freshman Experience" ____ 119

Southwest Texas State University, "The Pit and the Pendulum: Identity Development and Freshman Seminar" ____ 121

Southwest Texas State University, "To Set Souls Free: Resurrecting Values at the Core of the Curriculum" ____ 123

State University of New York Health Science Center, "The Impact of Congruent-Dissonant Relationships Between the Non-traditional Nursing Student and the Environment of an Institution of Higher Education on the Non-traditional Nursing Student's Sense of Mattering" ____ 125

State University of New York at Stony Brook, "FYRE on Campus: A Residential Spark to Campus-wide First Year Transition" ____ 127

Stephen F. Austin State University, "Creating Freshman Interest Groups at a Large, Comprehensive University" ____ 129

Sussex County Community College, "Get 'em When They're Hot; Get 'em When They're Not" ____ 131

Tarrant County Junior College, "Pathways to Success: A Tech Prep Model at Tarrant County Junior College" ____ 133

Texas A & M University, "Academic Assistance: An Institutional Approach to Classroom Success and Retention" ____ 135

Texas Common Course Numbering System, "Use of Internet to Provide Transfer Information" ____ 137

Texas Higher Education Coordinating Board, "A Statewide Study of Developmental Education in Texas Community and Technical Colleges" ____ 139

Texas Higher Education Coordinating Board, "Assessing the Effectiveness of the Transfer Function of Two-Year Colleges in Texas" ____ 141

Texas Woman's University, "It's a Family Affair . . . Meeting the Needs of Today's Student" ____ 143

Trenton State College, "It Takes a Whole College to Educate a First-Year Student" ____ 145

Trenton State College, "The Real World at Trenton State College" ____ 147

Troy State University, Dothan, "The Adult Learner in Transition: Administrative and Instructional Responses" ____ 149

University of California, "Project ASSIST: California's Statewide Electronic Articulation and Degree Audit System" ____ 151

University of California, Santa Barbara, "'The Professional Self Model': A Career and Life Planning Strategy to Begin Your Career and Last a Lifetime" ____ 153

University of Cincinnati, "Revamping the Foundation Course for the Transitional Student Body" ____ 155

University of Houston, "Creative Problem Solving for Freshmen" ____ 157

University of Michigan at Flint, "Factors Affecting the Professional Nursing Socialization and Transfer Intentions of Community College Nursing Students" ____ 159

University of Mississippi, "Beginning Where First Year Programs End: Creating a Path for Transition Through the Successful Development of Freshman/Sophomore and Junior/Senior Career Decision-making and Planning Classes" ____ 161

University of Pittsburgh, "Freshman Studies 0001 - A Unique Approach" ____ 163

University of Puerto Rico, Humacao University College, "IDEAS: A Project to Enhance the Quality of Teaching and Learning at the University of Puerto Rico in Humacao" ____ 165

University of Richmond, "Leadership Studies: A View From Graduate Schools and Employers" ____ 167

University of St. Thomas, "Beyond the Ropes Course: Lifelong Learning in Leadership" ____ 169

University of South Carolina, "Using High Tech and High Touch to Recruit and Retain Two Student Sub-cultures in Transition: 1) Transfers from Two-year Schools and 2) Stopout Students with Sixty-Plus Hours of Good Credit" ____ 171

University of Strathclyde, "Institutional Approaches to Students with Disabilities in Scotland" ____ 173

University of Tampa, "From High School to College, From Dependent Learner to Independent Learner: Making This Transition Work" ____ 175

University of Teesside, "A Functional Approach to Problem Solving for University Students" ____ 177

University of Texas at Dallas, "Students in Transition at a University in Transition: The UT Dallas Experiment" ____ 179

University of Wisconsin-Whitewater, "The Great Leap - The Transition of High School Students with Severe Disabilities to the University of Wisconsin-Whitewater" ____ 181

Washington College, "Identifying and Tracking Projected Student Leaders for Success" ____ 183

Washington College, "Student Athlete Retention: Using Recreation to Assist in the Transition from High School to College" ____ 185

Wayne State University, "Crossing the Bridge: Academic Success for Minority Students" ____ 187

Weatherford College, "The Student Success Connection: A Model for Students in Transition" ____ 189

The Art Institute of Dallas

Brain-Compatible Teaching and Learning: Freeing Your Students' Natural Abilities to Learn

Jeff King

Research in the past decades has indicated the human brain is a voracious learning instrument. Unfortunately, many of the instructional methods used in the classroom work to suppress or to counter this natural ability. The teaching methodologies employed by college instructors have a large impact on how much students learn; how easily they store, access, and manipulate the material they are presented; and how much they enjoy being in school.

A student who enjoys learning is much more likely to persist in her education. If she finds learning to be a naturally rewarding process, she will be more inclined to appreciate her educational experiences. Her evaluation of herself as a student, and as a person, will be more accurate.

The pedagogical models most of us experienced in our own educations, and therefore the models we usually emulate in our own teaching, are many times the precise opposites of what should be used to unleash our students' natural learning abilities. We need to avail ourselves of the current technology on how to teach effectively. If we do not, we are handicapping our ability to teach and our students' abilities to learn.

Starting with a brief discussion of motivation's role in the learning process, Mr. King will then present information about proven, state-of-the-art pedagogical models. He will discuss some of the exciting research underway on how the human brain learns. The focus of his presentation will be to expose participants to the coming paradigm shift in how we will educate our students. These more effective ways of teaching are becoming more widely adopted as surely as upgraded computers are replacing slower, less efficient processors. Given a choice, most teachers will want to discard the slow, outdated, and ineffective teaching/learning platform in favor of upgrading to the current technology.

Participants will not just hear about these breakthroughs in teaching methodology–they will experience them as well. The presentation will be structured so that Mr. King will employ many of these techniques as he presents the information. As a member of the International Alliance for Learning, Mr. King works to stay abreast of current research in the field, and part of his doctoral work in education at the University of North Texas has included study in brain function at UNT's Center for Research on Learning and Cognition. He also conducts workshops in brain-compatible teaching for the UNT faculty at the school's Center for Instructional Services.

Mr. King applied these teaching methodologies at the Art Institute of Dallas, a post-secondary two-year degree-granting institution. Currently the System Persistence and Institutional Research Specialist for all the Art Institutes, he is using this information to contribute to Art Institutes International's faculty development initiative.

Attributing much of the success he enjoys as a teacher to his use of brain-compatible teaching methods, Mr. King is excited about the opportunity to share this information with other educators.

Jeff King, System Persistence and Institutional Research Specialist, Art Institutes Internantional, c/o Art Institute of Dallas

BLOOMFIELD COLLEGE

Bloomfield, New Jersey 07003, 201-748-9000

TITLE: **Surviving Encounters With the Absurd**

PRESENTERS: LINDA CALDWELL EPPS
VICE PRESIDENT OF STUDENT AFFAIRS AND DEAN OF STUDENTS - BLOOMFIELD COLLEGE

MAURICE WASHINGTON
ASSOCIATE DEAN STUDENT AFFAIRS - BLOOMFIELD COLLEGE

FELICE NUDELMAN
ASSOCIATE DEAN OF ACADEMIC SUPPORT SERVICES AND ADVISING - BLOOMFIELD COLLEGE

REGINALD GALEN L. ROSS
ASSOCIATE PROFESSOR OF PSYCHOLOGY

MARTHA LABARE
DEAN OF THE FACULTY - BLOOMFIELD COLLEGE

Bloomfield College is a four year, independent, liberal arts, urban college with approximately 2200 students of ethnically diverse backgrounds, including a substantial number of first-generation college students. Over 50% are non-white.

In many ways, the student population of Bloomfield College is a microcosm of the larger society. The College faces many of the same social challenges: to sensitize people of diverse ethnic backgrounds to each other; to prepare them well for life and work; and to provide an environment which they are abe to maintain their own identities. Bloomfield College's mission statement, 'to prepare students to function at the peak of their potential in a multicultural, multiracial society", is a response to these challenges.

Our campus has been plagued with the same malady as most - students who feel isolated and insecure with little understanding of how campus systems work. They often have little confidence in the support services constructed to help them adjust to the college environment. As most institutions of higher learning, we want to graduate the highest number of clearly and

demonstrably competent students possible.

We have come to the conclusion that the distinction between curricular and co-curricular activities is artificial and that student learning occurs holistically, in and out of the classroom. Consequently, we are integrating student support services and records into a common unit known as the Student Advancement Initiative (SAI). Curricular and co-curricular activities will promote the competencies agreed upon as crucial for citizens of the 21st century. Student transcripts will reflect co-curricular as well as curricular activities advancing these competencies.

We have a structure in SAI and in other tutorial and support services that we feel is conducive to student success. However, programs, no matter how expertly constructed, without proper staff and faculty development could possibly result in failure. Our next step was to develop a system where academic and student affairs staff and faculty could freely compare notes and explore what our newly created structure is telling us about student life at the College.

Bloomfield College established a series of development programs for faculty and staff to prepare them to work in an atmosphere that values diversity. These faculty development and student affairs development programs have existed at the College for a number of years. Although there has been willingness by both divisions to cross attendance at development sessions, we needed a particular forum with no one group dominating. We wanted to create a forum where as professionals we were also learners on an even playing field. We established monthly **REFLECTIVE PRACTICE** sessions that became therapeutic and informative.

From the diverse individuals that attend these sessions common threads have become apparent. These common threads have helped us to look at ourselves, to reflect on our own experiences as undergraduates, and to accept some of the difficulties our students have. These shared reflective practice sessions have established an openness that has helped us work together effectively for and with students. We have redesigned some of those "perfect" programs we thought we had and developed a system that fosters an even greater collaboration between academic affairs and student affairs on the Bloomfield College campus. It is our hope that students will profit from our renewal as academics and more important in our rediscovery of some of our "humanness". Our reflections on our own experiences will hopefully provide students with more receptive faculty and staff members so their encounters with us which may often seem to them to be a futile exercise in **SURVIVING ENCOUNTERS WITH THE ABSURD** will be a little less absurd.

For further information please contact:

Linda Caldwell Epps
Vice President for Student Affairs and Dean of Students
Bloomfield College
Bloomfield, New Jersey 07003

201 748-9000, ext. 245 - fax 201 743-3998

BRAZOSPORT COLLEGE
Linking Education & Community
500 COLLEGE DRIVE
LAKE JACKSON, TEXAS 77566
(409) 266-3000 FAX (409) 265-2944

DEVELOPMENTAL EDUCATION IN TEXAS COMMUNITY COLLEGES

John C. Ray - Vice President, Brazosport College

ABSTRACT:

Significant interest in evaluating the success of developmental education in community colleges continues throughout Texas. In particular, newspaper articles reporting increased expenditures for developmental education programs have led to questions about returns' on the state's investment in these programs.

Closely related to questions about developmental education are questions about the Texas Academic Skills Program (TASP). Students who fail the TASP test are required to undergo remediation, so developmental education and the TASP are closely related. This session summarizes current practices in developmental education in Texas community colleges as well as perceptions of the TASP among community college administrators.

Two surveys were conducted recently in an effort to collect information concerning current perceptions and practices with regard to the TASP. These surveys, one conducted by the Texas Association of Junior and Community Colleges Instructional Administrators and the other by the Texas Association of Community Colleges Ad Hoc Committee on the TASP, found overwhelming support for the TASP. However, both reports recommended improvements in the program.

To gain additional information about current practices in developmental education, the Developmental Education Work Group surveyed all community college instructional administrators. This survey revealed that Texas community colleges are actively engaged in

assessment and placement of students in an effort to improve their basic literacy skills, workplace competencies, and college preparatory skills. While community colleges are actively engaged in student assessment and placement, differences in testing instruments and cut-off scores make it difficult to compare the degree of success of developmental education programs from college to college. This session will summarize data regarding practices in developmental education and outline a proposal for a pilot project to serve as a basis for developing comparative data on the success of developmental education in Texas.

CONTACT PERSON

John C. Ray
Vice President
Brazosport College
500 College Drive
Lake Jackson, TX 77566
(409) 266-3202

CAPILANO COLLEGE

2055 Purcell Way
North Vancouver
British Columbia
Canada V7J 3H5
Fax (604) 984-4985
Phone (604) 986-1911

"OSCAR"
A CROSS-COLLEGE MENTORING PROGRAM
FOR
STUDENTS WITH DISABILITIES
AT CAPILANO COLLEGE

PRESENTER: Jolene Bordewick, Coordinator
Disability Support Services
Capilano College, North Vancouver, B.C. Canada

ABSTRACT:
The Student and Instructional Services Division at Capilano College, in collaboration with The Disability Support Services Department has developed **The OSCAR Program** to monitor students with disabilities during their first post-secondary year. The **"OSCAR Mentoring Program"** is aimed at reducing drop-out rates and increasing retention rates for students with disabilities at Capilano College.

Students with disabilities (like all adult students) are expected to manage their own educational needs in post-secondary institutions. Even with the provision of classroom accommodations and equipment, students with disabilities may find the change between systems unexpectedly difficult, assignments may seem heavy and the expectations overwhelming. Some students flounder until mid term test results or assignments indicate that marks are in serious jeopardy. Some are placed on academic probation, others withdraw, drop out or simply fail.

This comprehensive Mentoring Program "pilot" brings together participating students with disabilities, college personnel and second year students from the Peer Support Center who choose to participate. Through focus group work and team planning, cross-college mentors will be asked to take a personal interest in developing individual support strategies with students with disabilities in a variety of ways. The **Mentors** will be expected to encourage and direct student involvement in college life; they will provide a personal orientation and a direct and immediate contact to answer questions and assist students needing to make adjustments in new environments. **Mentors** will take responsibility to contact students and discuss problem solving strategies on a personal basis. Participating student "mentees" with disabilities who are "mentored" during their first year may choose to become future "mentors" themselves at the conclusion of this pilot project. Students with disabilities will be invited to participate for one year, and **Mentors** will be selected and trained from within the college.

The Program will be managed and evaluated by both external and internal Advisors, a Program Resource Manual will be provided for use by Peer Support Center students and student mentees, and a comprehensive evaluation will be developed at program's conclusion.

Contact: Jolene Bordewick
885 Pyrford Road
West Vancouver, B.C. Canada V7S 2A2
Telephone: (604) 926-9798
Fax: (604) 926-2701

Central
MISSOURI STATE UNIVERSITY

Special Assistant to the Provost
for First-Year Students
Martin 126A
Warrensburg, MO 64093
816-543-4645

Academics in the Orientation Process: Easing the Transition of First-Year Students

Karen Patterson, Ph.D., Special Assistant to the Provost for First-Year Students
Fran Waller, Ph.D., Associate Provost
Sue Feldman, M.S.E., Director of Academic Advisement

Although academics are not the reason that many students fail to persist in their college or university experience, academic issues can certainly impact the factors that do result in student dissatisfaction and attrition. The college experience differs from the high school experience in many areas, including academics. The first-year student who is encountering academic difficulty may feel a sense of isolation from the entire college experience. By providing an orientation process with a strong academic component, first-year students are given the tools for academic success. A comprehensive academic advisement program combined with a planned (mandatory) placement policy results in students being enrolled in classes appropriate for their abilities and for their goals, thereby limiting academic frustrations. Adding a faculty mentor program to the overall academic picture provides students with a stable point of connection to the university and with someone who can refer them to available campus resources. All of this is blended into a three- stage orientation program which includes: 1) Summer registration/orientation, 2) Fall Orientation, and 3) University 1000 (an extended orientation - freshman success course).

Academic Advising - Central Missouri State University includes a three-step advisement process in the summer orientation for first-year students. In the first step, new students and their parents are given a tutorial in the area of academic planning, terminology, and requirements. This is especially useful if the student happens to be the first-generation in his/her family to attend college. The second step in the advisement process consists of small group advisement where students with an adviser assigned to specific major areas. The small group advisement deals with some general information which all students need to enroll plus some discipline-specific information such as specific prerequisites, course sequences, etc. Each student then meets individually with his/her advisor to deal with student-specific issues and to finalize enrollment.

Planned Placement - The university has identified four core skills areas: English, oral communication, reading, and mathematics. These four areas are considered in the planned placement program. Entering students are placed in courses in these areas based on ACT scores, class rank, and previous academic record. A student's placement is one of the student-specific issues which is covered in the individual appointment with an academic adviser. There is a method for appealing a given placement.

Faculty Mentors - The program uses faculty, administrators, and professional staff assigned as mentors to traditional age, first-year students to:

a) facilitate students developing a one-on-one identification with at least one member of the university community to help ease the adjustment to university academics and lifestyle and develop a sense of connection to the university
b) improve the experience of first- year students by giving them information and opportunities to participate in the wide range of academic, personal, and social resources on campus.

Central
MISSOURI STATE UNIVERSITY

Educational Development Center
Humphreys 120
Warrensburg, MO 64093
816-543-4061
FAX 816-543-4829/4959

Leveling the Playing Field for Developmental Writers: A Three-Year Study

Mary M. Ragland

Just as developmental education has been a continuing part of higher education in the United States, so has assessment, with increased attention recently being given to student outcomes assessment. Furthermore, what had been an internal concern about the quality of the higher education experience has become a concern of those outside of the field of education (Marchese, 1987).

In response to calls for accountability, developmental educators have assessed and are continuing to assess their programs. However, some educators, including Robinson (1950), Cross (1976), and Richardson (1981), indicate that many studies are of little scientific value because they are subjective and anecdotal. Kulik et. al. (1983) contend that the best evaluative studies involve quantitative measurement and precise controls and often examine student success in follow-up courses. Ewell and Jones (1991) contend that valid assessments using longitudinal tracking data are essential for evaluating the effectiveness of developmental programs. In addition to fostering program improvement, such evaluations play an important role in insuring the continuation of programs and courses designed to help students develop the writing skills they need in order to succeed in the world of higher education (Stygall, 1988).

Recognizing the importance of valid longitudinal assessments of developmental programs, the presenter used a quasi-experimental, two-group design to determine the impact of taking the developmental writing course on students' academic achievement in the subsequent general education writing course at a comprehensive, regional university. During the initial year of the study, the treatment group of second-semester freshmen who took the developmental writing course before taking the general education writing course had statistically significantly lower ACT Composite scores than did the control group of second-semester freshmen who entered directly into the general education course. However, an analysis of covariance revealed no statistically significant difference in the general education course grades of the two groups. The difference that did occur actually favored the treatment group of developmental writers with the .07 obtained probability level approaching the .05 level of significance. Seventy-nine percent of the development writers earned Cs and higher in the general education course. Seventy percent of the direct-entry students earned Cs and higher. The presenter will discuss the design, results, and implications of this study, which now contains data from the two subsequent years. She also will explore the importance of and the possibilities for future studies.

Equal Education and Employment Opportunity

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Mary M. Ragland
120 Humphreys
Central Missouri State University
Warrensburg, MO 64093
816-543-4061

Central
MISSOURI STATE UNIVERSITY

Special Assistant to the Provost
for First-Year Students
Martin 126A
Warrensburg, MO 64093
816-543-4645

Transferring Advocacy: An Extra Transition for Students with Disabilities

Karen Patterson, Ph.D., Special Assistant to the Provost for First-Year Students
and Professor, Department of Speech Pathology & Audiology
Marilynn Schmidt, Ph.D., Professor, Department of Speech Pathology & Audiology
Barbara Mayfield, M.S., J.D., Coordinator, Office of Accessibility Services

Federal law mandates that educational institutions provide for the needs of students with disabilities. School personnel become aware of special needs of elementary and secondary disabled students through school records which accompany the student from grade to grade and school to school. Such is not the case at the post-secondary level where the responsibility for alerting college faculty and staff of special needs belongs to the student. Many first-year students are unaware of this shift in responsibility and are unpleasantly surprised when their special needs are not automatically met on the first day of classes.

Becoming one's own advocate is a skill which all students, not just those with disabilities, should acquire. However, for the student with special needs, developing this skill is critical. Compliance with federal laws requiring accessibility to public places and services for persons with disabilities is slow or nonexistent in many cases. The disabled student who learns to serve as his/her own advocate on the college campus will be better prepared to face lack of compliance in the "real world" once s/he leaves the college setting.

The transfer of advocacy is an involved process. Initially, the student must be informed of his/her changing role in the education process. At college, responsibility for learning rests squarely with the student. The institution's responsibility is to provide the student with opportunities to learn. How the student responds to those opportunities is his/her choice, as are the consequences of that choice. For many first-year students, not just those with disabilities, this shift of responsibility is a difficult concept to grasp. For the disabled student to maximize the educational opportunities offered, s/he must utilize whatever special equipment or services necessary to overcome the effect of the disability and the responsibility for securing that equipment and those services begins with the student.

The institution's responsibility in the process is to provide reasonable accommodation once adequate verification of the disability has been established. Depending upon the needs of the student, this reasonable accommodation may be defined in a variety of ways. Accommodations may be low-tech, such as increased time to complete examinations, enlarging print on handouts or providing copies of overheads, and altering classroom location or rearranging seating to maximize available skills. Others may be high-tech requiring specialized personnel and equipment such as sign-language interpreters or Braille typewriters.

Essential to the entire advocacy transfer process is dissemination of information. Students, parents, and high school personnel must be aware of their responsibility in the process and of the services available on the college campus. College faculty and staff must be aware of the legal mandates concerning accessibility and of the services which the college can provide.

THE COLLEGE OF SAINT ROSE
432 WESTERN AVENUE
ALBANY, NEW YORK 12203-1490

Vice President for Academic Affairs and Provost
(518) 454-5160
FAX: (518) 458-5447

FACULTY LEADERSHIP AND CONTINUOUS QUALITY IMPROVEMENT: IMPLEMENTING NEW PARADIGMS IN ACADEMIC AFFAIRS ADMINISTRATION

PRESENTERS: Jack P. Calareso
Donald C. Dean
Marguerite G. Lodico

The quality movement has been an integral part of business and industry for over forty years. W. Edward Deming, who first introduced quality control to Japanese engineers and scientists ("Elementary Principles of Statistical Control of Quality," July, 1950), J.M. Juran, who introduced his steps to quality improvement to Japanese leaders in 1954, and Philip Crosby, who introduced his concepts of quality management to the United States in 1979 (Quality is Free; The Art of Making Quality Certain), are considered the pioneers of the quality movement.

Whether called Total Quality Improvement (TQM), Continuous Improvement (CI), or Continuous Quality Improvement (CQI), central themes include: focusing the organization's attention on the needs of the customer; modeling of quality values by leaders; training, development, and empowerment for continuous improvement of individuals and services; and, a systematic and systemic process for continuous improvement (Kaufman and Zahn, 1993).

The acceptance and application of the quality movement in higher education has been a more recent phenomenon. During the past ten years, both the literature and practice have given evidence of the application of quality principles to the assessment of curriculum and the improvement of higher education administration (see American Association of Higher Education's Continuous Quality Improvement Project).

Reconceptualized leadership paradigms are also emerging in both the rhetoric and the reality of higher education administration (Sims & Lorenzi, 1992). Leadership that centers on common vision, shared values, and mutual goals combine the organizational goals of quality improvement and shared decision making with the benefits embedded in empowering approaches of cultural and moral leadership (Sergiovanni, 1994; Shein, 1985).

The College of Saint Rose is a mid-sized, independent, liberal arts institution (4000 students) providing both undergraduate and graduate (Master's degrees) programs. The College offers 45 baccalaureate degrees and 19 programs which lead to a Master's degree. Like many tuition driven institutions, the College relies heavily on enrollment while attempting to exist with limited resources. Faculty teaching loads are heavy, instructional resources are scarce.

The College has embarked on a quality assessment movement. The assessment process undertaken is comprehensive and relates to the academic administration, the College's programs, and its faculty rewards, policies and practices. The assessment and reorganization of the administrative structure was the initial phase. Within the last six months, the assessment of curriculum and faculty issues has been ongoing. One of the salient outgrowths of this assessment is a strategic movement towards program based administrative leadership and the reconceptualization of the roles and responsibilities of department heads.

The assessment of curriculum and faculty issues challenges the College in many ways. It is an attempt to connect the College with the concept of continuous quality improvement in an environment where this approach is foreign. It is an attempt to engage faculty in a self-assessment in a climate of tension between faculty and administration. It is an attempt to engage dialogue across boundaries within the College through involvement of academic affairs, student affairs, and finance and administration. It is an attempt to reorganize the curriculum to position the College in ways that better serve the community and its students. And, it is an attempt to create a leadership paradigm that centers on the critical role of department heads and faculty.

The process is being coordinated by a task force which has identified its charges around central issues. The task force has addressed issues related to curricular policies, quality of academic programs, and fiscal viability of programs. Faculty issues relate to policies, employment conditions, and assessment.

The purpose of this session is to provide the participants with a presentation of the strategies and processes utilized in this assessment of the curriculum and faculty issues. Specifically, the presenters will describe the framework for this assessment as well as describe the processes, instruments, and analyses used to complete this assessment. Furthermore, the session will include a description and demonstration of the strategies employed to involve the various constituencies and to engender both participation and ownership of both the process and the outcomes.

The presenters for this session will be Jack P. Calareso, Vice President for Academic Affairs and Provost, Donald Dean, Associate Professor of Business, and Marguerite Lodico, Associate Professor of Educational Psychology. Dr. Calareso has extensive experience in the practice of leadership and organizational development. Dr. Dean has taught and consulted extensively in the areas of quality improvement and systems analysis. Dr. Lodico is an expert in assessment and group process facilitation.

CONTACT PERSON: Jack P. Calareso
Vice President for Academic Affairs and Provost
The College of Saint Rose
432 Western Avenue
Albany, New York 12203
518 - 454 - 5160

THE COLLEGE OF SAINT ROSE
432 WESTERN AVENUE
ALBANY, NEW YORK 12203-1490

Vice President for Academic Affairs and Provost
(518) 454-5160
FAX: (518) 458-5447

Problem Solving and the Core Curriculum: The Use of Progressive Case Studies

Presenters: Jack P. Calareso
Thomas V. Boeke

Much of the debate and discussion about core curriculum has centered on the "what" of liberal education. "What do student need to know? "What" kinds of knowledge will best prepare our student to contribute and compete in a changing society and a diverse democracy?

At the College of Saint Rose, we recently completed and implemented a new 48 credit hour liberal education requirement that reflects a clearly stated philosophy, goals, and student learning objectives. This curriculum is sensitive to the technological revolution, the radical changes in the work place, and the shifts in our society.

What is often missing in the curricular debate, however, is the "how" of liberal education. "How" do we assure that students develop as critical thinkers and learn to apply their knowledge? "How" do we help them become effective problem solvers and agents of change?

The case study method has been well documented as an attractive teaching paradigm for the preparation of all students who are in pursuit of quality education. (Clark, 1986; Schon, 1990; etc.). This methodology allows students to apply both the theories and principles presented in their instruction to a real life situation. Students are called upon to analyze the situation, identify the key issues, and develop appropriate responses based upon their knowledge and experience.

The progressive case study adds a unique dimension to the efficacy of this instructional methodology. Rather than using a series of isolated cases for the instruction of course content, the

progressive case study is a single case that is used repeatedly throughout the course to assist students in the application of various concepts, strategies, skills, and prior experiences. The case has been slightly amended to reflect either changes in the

situation or additional details that will require further analysis and varied responses. However, the fundamental setting, the persons involved, and the basic facts of the case remain constant.

The benefits of the progressive case study are many. Because of the constancy of the case, students have the opportunity to develop more in depth analysis of the situation over a longer period of time. Students have the opportunity to continually review, discuss and reflect upon a specific situation. This is an important contributor to the development of critical thinking and problem solving skills.

The progressive case study method maximizes the reality base feature of this methodology. By its very nature, these cases reflect both the complexity of real life situations and the inter-relatedness of various decisions and courses of actions. The actions taken by students in response to the final edition of the case must take into account all previous responses to earlier editions. Students experience the implications of decisions and actions.

Finally, the progressive case method is both appropriate for and integrates more fully the undergraduate learner. It is active learning, not passive. It is problem based, not theoretical. It calls for reflection, not rote memory. It values experience and prior knowledge as much as research and new discovery. It is a non-traditional approach that well serves the traditional student.

This session will briefly discuss the structure and value of the progressive case study method. There will be an opportunity for discussion and dialogue concerning the use of this method, the development of progressive case studies, the response to this practice by students, the relevancy to core curriculum, and the relationship between this methodology and the development of an orientation towards creative participation in an inclusive society and a diverse democracy.

CONTACT PERSON: Jack P. Calareso
Vice President for Academic Affairs
and Provost
The College of Saint Rose
432 Western Avenue
Albany, New York 12203
518 - 454 - 5160

COLLIN COUNTY COMMUNITY COLLEGE

Central Park Campus
2200 W. University Dr.
P.O. Box 8001
McKinney, Texas 75069-8001
(214) 548-6790

Courtyard Center for
Professional and Economic
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Plano, Texas 75093
(214) 985-3790

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(214) 881-5790

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TITLE: Making A Difference With Students in Transition: A "Hands On/Minds On" Approach.

PRESENTERS: Dr. Steve Ellis, Mary McRae, and Martha Ellis

ABSTRACT

Much of what is known about student success in college is based on traditional-age students enrolled full-time at residential institutions. The majority of students attending college today are older than 25, commute to campus, and attend college part-time. What programs, techniques, and college cultures are effective in promoting success among these students? In this presentation, panelists will present examples of instructional and student development initiatives that assist traditional and non-traditional commuter students in the transition into the community college. Program evaluation results and research studies delineating successes and challenges will be discussed.

Academic Transition Initiatives

The Instructional Division of Collin County Community College (CCCC) is committed to implementing research that documents involvement by students in the learning process as the way to improve undergraduate instruction. The more actively students are involved, the more likely they are to achieve their goals, persist in college and continue their learning. Involvement is a challenge for part-time, commuter student populations. Programs implemented by the Instructional Division to encourage students to actively participate in the learning process include experiential learning laboratories, learning communities, cooperative work experience programs, and writing-across-the curriculum.

Virtually every discipline incorporates experiential learning laboratories within its curriculum, promoting cognitive, affective and behavioral learning. The laboratory concentrates on the application of learning and on introducing students to various methods of inquiry. The labs are usually completed in dyads or small groups in order to promote interaction among students.

The college has established learning communities as a teaching and learning environment that helps our students see connections between disciplines and each other.

All technical programs, as well as many academic programs, include a work or field based learning experience as part of the curriculum. Administered through the cooperative work experience program, students connect their classroom experiences with practical on the job skill development.

An interesting finding by Pascarella and Terenzini (1991) was that the environmental conditions of a college were as important to student involvement in learning activities as were programmatic and organizational variables. When students at the Spring Creek Campus were asked what the administration could do to improve life on campus, one of the responses was to add more lounge furniture. As a result, several lounge chairs were placed in previously unused hallway areas. Today students congregate in these areas to study, share academic experiences, visit and sometimes sleep.

Student Development Initiatives

The staff of the Student Development division is keenly aware of the need to deliver services to students in transition. With this in mind, several examples of transitional programs and services will be highlighted.

Career Services provides creative student employment training, interview coaching, mentoring opportunities, career assessments. The department is in the process of developing "career camps" for adults.

The Promise Program specifically targets services and assistance to displaced homemakers and single parents experiencing a major life transition. This grant funded program provides training institutes, personal counseling, and group support activities to assist individuals in graining the information, skills, and confidence needed to succeed in school and in the workforce.

The ACCESS Program (Accommodations at Collin County for Equal Support Services) is a comprehensive support and accommodations program. All students may receive tutoring through this program and students with disabilities are provided the accommodations necessary to assist in the classroom as well as for student activities and athletic events on campus. ACCESS staff work with faculty, staff and students to provide awareness and education regarding disabilities and the ADA law.

CCCC, in collaboration with agencies, independent school districts, and businesses, has developed FULLSTREAM, a model for inclusive programming at the post-secondary level for students 18-22 with cognitive challenges. The program goals include improvement of basic academic skills, career development and targeted employment.

Evaluation

The college has implemented a variety of evaluation processes to identify successful strategies and point out areas needing improvement in these programs.

Internal evaluation results to be presented will include the student survey of instruction, cognitive development research projects in history, psychology, and accounting, student satisfaction surveys, and program/service assessment processes. Both successes and disappointments will be discussed.

External evaluation results to be included in the presentation are transfer student success studies, employer satisfaction surveys, external evaluation agencies, participation in national studies, and awards received. Again both positive and negative results will be shared.

The Colorado College

Office of the
Dean of Students

Designing and Implementating a Minority Student Satisfaction Survey

Mike L. Edmonds, Dean of Students
Paul Jones, Director of Residential Life
The Colorado College
14 East Cache La Poudre
Colorado Springs, Colorado 80903

Student assessment is a key element in providing quality student services and programs. Assessment becomes more critical when trying to meet the needs of diverse populations. It is often difficult for minority students to articulate their concerns and needs to campus officials. Thus it is important for campus officials to have mechanisms for obtaining minority student opinion. One way to do this is by administering a student satisfaction survey designed for minority students. The process of developing and implementing a survey designed for a distinct population on a campus can be massive. During this session, the whole survey/assessment process will be discussed. The results of our survey will be discussed, as well as how the research was used to improve and enhance diversity efforts on campus. We will also discuss how student perceptions and opinions change as they go from a prospective student to a matriculated student at our institution. Some time will be spent discussing the environmental and developmental factors that influence student attitudes as they make the transition from pre to post enrollment.

14 East Cache La Poudre, Colorado Springs, Colorado 80903-3298 • 719-389-6684

COLORADO MOUNTAIN COLLEGE

Assessing Program Effectiveness: The Colorado CORE Transfer Program

Steve Rice
Dean of Instruction, Colorado Mountain College

Dale Beckmann
Dean of Academic Affairs, Morgan Community College

This session explored whether the "Colorado Community College Core Transfer Program (CORE)" is effective transfer policy. The CORE was developed by the community colleges in response to Colorado House Bills 1187 and 1237, which called for strengthening of transfer between and among two- and four-year institutions, and development of a community college program that facilitated transfer. In the fall of 1988, the CORE was instituted as the general education requirement at all Colorado Community Colleges. By agreement it was accepted as fulfilling the lower division general education requirement at public baccalaureate degree granting institutions in Colorado, except Colorado School of Mines.

To test whether the CORE constituted effective transfer policy two questions were asked.

- Did the program facilitate transfer of credit from two to four-year institutions?
- Did the program enhance student success at community colleges, baccalaureate degree granting institutions, and beyond?

To see if the CORE achieved these purposes, a model, called the Transfer Success Evaluation Model was developed. The model is composed of fourteen questions to be answered when testing the effectiveness of a transfer program. Six questions from the Model were chosen for study. These questions were:

1. Did the CORE contain those courses and broadly emphasize those areas of study that enhance grade point average or persistence at the senior institution in other studies?
   A. Was math, English composition, and laboratory science required?
   B. Did the CORE stress pre-professional training or the liberal arts?
2. Did the CORE encourage students to complete more than fifty semester credits at the community college?

3. Did more credits transfer after the CORE was instituted than before, specifically, did students transferring without the CORE transfer a smaller proportion of credit than those who transfer with it?
4. Did students, who completed the community college CORE, perform better, as measured by cumulative grade point average earned at the senior institution, than those community college students who did not?
5. Does the level of "shock" change compared to transfers who did not complete the program?
6. Did the data about what transfers have validity? Did the data come from self-report; or transcript and transfer evaluation analysis?

The first five questions required examination of transcripts and transfer evaluations of CORE completers and samples from each of two other groups of community college students that did not complete the CORE. The students came from six community colleges and six four-year institutions. The students entered the four-year institutions no earlier than fall of 1986 and no later than fall of 1993. They were compared statistically and conclusions drawn using the .05 level as a test of significance. The last question considered validity of data.

Significant results were:

- Students took courses that in other studies were related to attainment of a higher grade point average at senior institutions. However, gains in grade point average were not confirmed.
- CORE completers transferred credits at a higher rate than those who did not.
- Students completed enough credits to affect grade point average at senior institutions.

The implication drawn was that the program did have an impact on the mechanics of transfer, but this had little influence on student success after transfer.

A surprising number of vocational students were found in the samples. These students had more difficulty transferring credits. It was also asked whether all community college programs need to be recognized and organized as transfer programs.

Contact Person:
Steve Rice
Colorado Mountain College
215 9th Street
Glenwood Springs, Colorado
970-945-8691

Columbia University in the City of New York | *New York, N.Y. 10027*

OFFICE OF THE FIRST-YEAR PROGRAM
Richard Slusarczyk, Assistant Dean

101 Carman Hall
545 West 114th Street
Tel (212) 854-6378
Fax (212) 854-2906
E-mail: first-year@columbia.edu

BARE CHESTS AND ATTITUDE

Current images in advertising aimed at the college student

Richard Slusarczyk, Ed.D.

Advertising has been described as a "ritual geared to producing personal transformation," (Wright and Snow, 1981) that can both shape and reflect reality. For a long time, Student Affairs professionals have been aware that the college years are a time of growth, exploration and development. Recently, Madison Avenue realized this fact. Attempting to aid students in defining themselves and establishing their identity, advertisers are aggressively courting this consumer group.

The college student, a distinct target market, can find television shows, magazines and, of course, advertising vying for his/her patronage. The student is bombarded with images that both reflect current trends and project a romanticized lifestyle. The line between reflection and projection is blurred and a student may adopt the look portrayed in the image and then view the image as a reflection of his/her lifestyle.

Viewing print advertisements from current publications that are aimed at the college student, we will have an opportunity to discuss these ads in relation to current issues on college campuses. This session is not intended to be a discussion on censorship or temperance.

Concordia University
Wisconsin
"Excellence in Christian Education"

Student to Student:
Peer Leadership in the Freshman Seminar

John A. Beck
Assistant Professor of Biblical Languages
Director of the Freshman Year Experience

The concept of peer leadership in the freshman seminar arrived on our campus two years ago and has been growing ever since. We recognized that our credibility in speaking to first semester students could be enhanced by using student role models. Consequently, we brought successful juniors and seniors into our freshman seminar classrooms to co-teach the course with our faculty. These students not only speak persuasively to first semester students about success strategies, they also model them.

This session will share the philosophical and practical dimensions of using upper-class students as peer leaders in the freshman seminar. The formal presentation will occupy the first half of the hour. This will be followed by time allowed for the exchange of questions and ideas. Discussion may range from the selection of peer leaders to their training, to their compensation. If you would like to learn more about this exciting concept or would like to share from your experiences in using peer leaders, please join us.

12800 N. Lake Shore Dr., Mequon, WI 53097-2402, Telephone (414) 243-5700 FAX (414) 243-4351

Dallas County Community College District

INNOVATIONS IN ARTICULATION

Ms. Billie K. Collins, Director of Articulation & Transfer Programs, Collin County Community College, Plano, Texas
Ms. Katie Millis, Coordinator of Articulation & Transfer Services, Dallas County Community College District, Dallas, Texas

Office of Student and International Programs

R. L. Thornton, Jr. Building
701 Elm Street
Dallas, Texas
75202-3299
214/746-2410

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Texas community college students who wish to transfer to other colleges/universities in Texas have more than 130 schools from which to choose. Because of this large number of higher education institutions in the state, college/university personnel are continually searching for creative ways to enhance and improve articulation. Two state-wide initiatives have been adopted, including a voluntary common course numbering system in 1993 and a state-wide electronic transfer guide system in 1994. Representatives from two Texas urban community colleges will discuss these state-wide endeavors as well as other collaborative projects which have evolved from concerns about student transfer. In addition to the state-wide programs, topics of discussion will include the North Texas Articulation Council which acts as a forum for discussion of articulation issues and sponsors discipline conferences, and transfer guarantee programs, sponsored by each community college.

East Tennessee State University
College of Applied Science and Technology
Department of Computer and Information Sciences • Box 70711 • Johnson City, Tennessee 37614-0711 • (615) 929-5332 • FAX: (615) 461-7119

University 101
Topics for Transition

Terry Countermine & John Chenoweth

Over 25 years ago the University of South Carolina took the lead in re-establishing a freshmen "orientation" course as an attempt to facilitate communication between students, faculty and staff. Their success has been well documented. Retention has improved. Student evaluations of the course have been consistently high. Although optional to most students, this course has been taken by a high percentage of USC undergraduates.

Other colleges and universities have followed suit. As a result of the success at USC and other schools, as well as information provided by studies such as those done by Noel and Levitz, it is now widely accepted that a "Freshman Year Experience" course is valuable for most incoming students.

Jewler and Gardner's book Your College Experience - Strategies for Success states "while there is a growing consensus about the aims and the means of the freshman seminar, there is also great diversity in how the course is structured and in what topics are emphasized." This is as it should be. However, we need to be careful not to use this course as a catch all. In examining many different syllabi for the freshman course, it is interesting to see the variety of topics being covered. Of particular interest to the authors is the inclusion of "using information technology" topics. Word processing, electronic mail and on-line databases are appearing in a number of these course syllabi. These are certainly important topics, but, as with other potential topics, we should ask two questions: (1) Is this

material covered in other courses? and (2) Are the instructors the best qualified to do the teaching?

Issues of territoriality always rear their ugly heads. We need to try to avoid that. As educators are being asked to be more accountable, we need to reduce duplication. With so many potential topics that can benefit students in transition, course designers need to explore strategies that enable the students to learn as much as possible within the constraints of their own environment. That is, we should use combinations of courses to cover the overall desired content. The more we tie courses together, the more relevancy it gives to each of those courses.

Program accreditation has contributed to the temptation to use the freshman experience course as a place to cover requirements without using up credit hours. For example, one instructor included in our survey reported that he was including fundamental computer concepts in his course so that the students could pass out of a computer service course rather than take it for credit.

This presentation will summarize the results of our syllabi survey of freshman year experience courses nationwide. We hope to lead a lively discussion dealing with results of our study.

Contact: Terry Countermine
East Tennessee State University
Computer Science Department - Box 70711
Johnson City, TN 37614
615/929-6964

ELON
COLLEGE

The Transition From Seniors to Alumni: Enhancing Institutional Effectiveness
Presenter: Carter H. Hopkins, Director, Career Services Center

With the current emphasis on institutional accountability, four-year graduation rates, and retention statistics, there is a danger that a critical juncture in student development will be discounted or overlooked. Programs designed and implemented by differing combinations of the development, alumni, and career services departments on a campus can result in stronger bonds later between alumni and their alma mater. In return, such administrative linkages, which emphasize the institution's continued commitment to students after graduation, can also serve to aid undergraduate retention efforts. Three prototypes will be described and discussed.

Contact: Carter H. Hopkins, Career Services Center, Campus Box 2020, Elon College, NC 27244 (910) 584-2538 FAX (910)538-2715

ESSEX COUNTY COLLEGE
303 University Avenue, Newark, New Jersey 07102

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TEARING DOWN IMPEDIMENTS TO LEARNING IN COMMUNITY COLLEGES

(The Non traditional student in a Non traditional Setting)

Presenters: Dr. Bashiel Henrique Smith
Bettie Anderson, MA

The Role of the community college has become more pronounced in the academic world because it serves as the entrance into the academic world for the nontraditional student. This is the student who has a need for reading, writing and math remediation; the student whose job requires higher education/postsecondary achievement; the employee who needs to upgrade current skills to stay viable in the work force.

Generally speaking, this student is:

1) **one that desires to gain insight into themselves;**
2) **needs a bridge for any socio-cultural gaps they have; and**
3) **wishes to master a field of study.**

The baggage they carry is oftentimes complicated by the need to work many hours in order to satisfy economic obligations. Above all, these students are truly strangers in the world of "academe". Special attention is being given to fully describe the student population to gain the insight required to thoroughly address this issue. It is incumbent to stay mindful that this student population not only serves to validate community colleges

An Equal Opportunity/Affirmative Action Employer

but is also the population that transitions into the four year colleges and universities. Essentially there are Impediments, if not clearly examined, will critically limit the joint goals of the college and the student. That goal is the successful completion of requirements

for an academic degree. Impediments such as:

1) **child care;**
2) **pre-college academic preparation;**
3) **age;**
4) **anxiety;**
5) **scheduling;**
6) **linguistic/immigration impact on ability to learn (especially in states such as New Jersey, New York, Texas, California and Florida);**
   and
7) **unawareness of the important role faculty play in recruitment and retention of students,**

shall be assessed as well as the full scope of their significance.

The methodology consists of the step-by-step plan to break down the impediments. This also includes the approach for faculty and staff as well as the plan to evaluate these steps to insure that progress is happening for both the college as well as the student.

A role playing exercise will serve as a focal point to insure that those individuals attending the workshop, not only understand the principles, bu can also implement the principle as well as assess the results.

Contact Person: Bettie Anderson
25-8A Eagle Rock
Budd Lake, New Jersey 07828
(201) 347-6303

FLORIDA ATLANTIC UNIVERSITY
777 GLADES ROAD
P.O. BOX 3091
BOCA RATON, FLORIDA 33431-0991

MINORITY STUDENT SERVICES
(407) 367-3959

RECRUITING & RETAINING MULTICULTURAL STUDENTS: A MULTIFACETED APPROACH

Sandra M. Ayaz
Assistant Director, Minority Student Services
&
Michael S. Chambers
Director, Minority Student Services
Florida Atlantic University

The session will describe and critique the recruitment and retention programs for multicultural students at Florida Atlantic University, Boca Raton.

The Division of Student Affairs and the Office of Minority Student Services (MSS) at Florida Atlantic University have implemented aggressive recruitment and retention initiatives to increase acceptance of an increasingly cultural diverse student population.

TUTORIAL ASSISTANCE PROGRAM

The Tutorial Assistance Program is designed to offer students hour long individualized study sessions aimed at reviewing course material at a pace that is conducive to their learning style. Tutoring is available in the following subjects: Algebra, Biology, Calculus, CLAST Exam, Chemistry (I, II, Organic), Economics, English (Grammar, Composition, Reading Comprehension), French, Finance, German, Physics, QMB, Spanish, Russian, Statistics, and Trigonometry. Group study sessions are conducted for the following courses: College Algebra, Calculus, Finance, Methods of Calculus, Accounting, and QMB.

COLLEGE SUCCESS COURSE

The College Success Course "Becoming a Master Student" is an extended orientation designed to provide procedures necessary for students to get the most out of their postsecondary educational experience. The course addresses the following topics: Time Management, Memory Techniques, Reading, Note Taking, Test Taking Strategies, Creativity, Relationships, Health, Money and Campus Resources.

BOOK LOAN PROGRAM

The Book Loan Program functions in cooperation with student government and is designed to provide students with the academic materials they need but are unable to obtain due to a temporary financial crisis.

FRESHMAN HONORS CEREMONY

The Freshman Honors Ceremony recognizes outstanding academic achievement by minority students during their first semester at Florida Atlantic University.

IMPAC AWARDS CEREMONY

The IMPAC (Individuals Making Personal and Academic Contributions) Awards Ceremony is designed to recognize individuals and organizations who have made an impact on the lives of minority students. We also recognize outstanding academic achievement and graduating minority students.

SOCIETY OF BLACK ACHIEVERS (SOBA) & HISPANIC INITIATIVE PROGRAMS (HIP)

The SOBA and HIP Peer Counseling Programs assist freshman minority students with their academic and social adjustment to FAU. The programs function as a link between students, staff, administrators, and various offices on campus. The programs provide information and referral, academic counseling, workshops, study skills enhancement, and a variety of cultural and social activities. The programs also include the Student Academic Alert System (SAAS). SAAS is designed to monitor the academic progress of minority freshmen, transfer students, and upperclassmen on academic probation.

COLLEGE REACH-OUT

The College Reach-Out Program encourages minority youth to pursue postsecondary education through a variety of programs: Saturday Master Student, Tutorial/Mentorship Program, and In-Residence Program.
In an effort to create a comfortable multicultural environment based on education and respect, Florida Atlantic University offers a variety of other programs designed to enhance recruitment and retention of minority students including but not limited to: "Study Buddies," The Math Lab, and The Writing Center.

JUNIOR/SENIOR DAY

Junior/Senior Day informs high school juniors and seniors of college prerequisites, application procedures, financial aid and scholarships, academic enrichment programs, and student support services available at FAU. Each year over 225 students and their counselors from 20 Palm Beach and Broward County high schools attend this day long event.

CULTURAL ACTIVITIES

In an effort to recognize the many contributions made by people of color, university students, administrators, faculty, staff, and community members participate in a variety of activities during African American History Month each February: Cultural Festival, Gospel Extravaganza, guest lecturers, Brain Bowl, Student Talent Showcases and Fashion Shows, Poetry Readings, and Essay Contests.

UNIVERSITY WIDE MENTORING PROGRAM

The objectives of the Mentoring Program are to increase student retention and to provide an ongoing orientation to all aspects of the university. The program presupposes a strong campus sense of community, serving all its citizens fairly, and marked in the main by: access to academic, social, and recreational groups and activities; shared goals; and intentional social interaction. Although the interaction between mentors and mentees may be of a transitory nature, the influence and benefits derived from the experience may have a lasting effect. Both the mentors and mentees are afforded opportunities to see tangible results of their efforts through realization of goals which may have seemed unattainable. With guidance and direction from the mentor, the mentee is able to explore those areas of interest and influence on their educational career choices.

Presenters will describe program histories and will highlight major program components and successes. Participants will explore methods to ensure effective program implementation. This session should particularly benefit conference attendees who are current student affairs professionals specializing in counseling, student activities, admissions, student support services as well as all individuals interested in creating a campus more conducive to retaining a diverse student population.

FLORIDA ATLANTIC UNIVERSITY
777 GLADES ROAD
P.O. BOX 3091
BOCA RATON, FLORIDA 33431-0991

MINORITY STUDENT SERVICES
(407) 367-3959

FIGHTING FOR COLLEGE SUCCESS

Sandra M. Ayaz
Florida Atlantic University

College Success Courses are designed to empower students with the tools necessary to increase academic effectiveness thereby improving performance and retention. Selling the course to students and parents is often accomplished in the first fifteen minutes of the course or orientation. Students are challenged to consider each tool and strategy and decide its merit on an individual basis. Selling students and parents is easy. Challenging students is also easy. Gaining faculty and administrative support is a fight. So how, despite negative attitudes and slim to nonexistent funding, do we garner grass roots support for College Success Courses (also know as Freshman Seminars), become campus retention experts, implement volunteer task forces, create proposals, and maintain perspective?

Two problems initially draw the battle lines. First, one of the most difficult tasks for the creator of any new program seems to be obtaining ownership. While many Deans and administrators may sing the praises of College Success Courses, fully expounding the benefits of the course to not only the student, but also the bottom line FTEs, they still hedge about taking ownership of the course. No college or department readily embraces the project. Second, we must consider the paradox of the university system. Someone once stated that the university system is designed to drop-out students. In fact, if we actually retained a significant number of freshmen and sophomores, and if we actually nurtured those students to graduation, the university system would be so financially overwhelmed that collapse would be imminent. The bottom line is that there are many key faculty and administrators who view College Success Courses (CSC) as money pits or dangerous folly at best.

But, is our duty as educators and facilitators to merely pummel students with academic information, or to aid and guide students as they journey through the university experience, assisting with transitions, maximizing learning, defining life roles, and clarifying a post-secondary identity? Consider the syllabus of the typical CSC--these objective are met, and more: time management, stress reduction, research techniques, critical thinking, financial management, study and test taking skills, cultural sensitivity, reading comprehension tenhniques, risk management, career planning, etc.

"Fighting For College Success" will focus on keys to gathering support, writing a clear and concise purpose statement for the course, and outlining several strategies for gaining support and securing ownership for College Success Courses.

College Success Courses work. CSC increases retention, lowers the need for crisis intervention, and raises FTEs. We know CSC is effective, and we know the benefits are numerous for both the student and the institution, but what happens when your best efforts hit a brick administrative wall? How do CSC advocates maintain perspective in the midst of disbelievers and budget mongers?

This presentation will enable CSC advocates to keep trying, to maintain perspective, and to continue to seek out innovative ways to spread the CSC message and garner support, and hopefully a few dollars as well. Remember, you are not just fighting for the survival of the course, you are in effect fighting to save students.

GEORGIA SOUTHWESTERN
800 WHEATLEY STREET
AMERICUS, GEORGIA 31709-4693

SCHOOL OF EDUCATION
PHONE: (912) 931-2145
FAX: (912) 931-2163

Accredited Teacher Education Programs at the Bachelor, Master, and Specialist Levels

Helping the Underprepared: Using Learning Styles Research to Teach Problem Solving Strategies

Agnes M. Gonzalez Hatch

The National Council of Teachers of Mathematics (1980) has advocated the teaching of problem solving skills as a general critical math skill for over fifteen (15) years. NCTM suggests that mathematics ought to be taught in a manner that develops and nurtures problem solving abilities, instead of focusing entirely on acquisition of factual knowledge. Over ten years ago, the Association for Supervision and Curriculum Development also advocated the teaching of problem solving skills, inferring that these skills should be considered among the "neglected basics needed in tomorrow's society" (Costa, 1985).

Renowned psychologist Howard Gardner suggests that intelligence is not linear, but is instead multifaceted and situational. He defines intelligence as the ability to solve problems and fashion products (Gardner, 1993). In his theory of multiple intelligences, Gardner argues that problem solving ability appears in each of the various intelligences and can be nurtured and developed to a certain extent. Armstrong (1994) has created several learning activities in the various intelligences described by Gardner. Of those learning activities, problem solving enterprises are the best teaching strategies for strengthening the intelligences (Armstrong, 1994).

Using problem solving to teach important content is also an effective strategy. Savoie and Hughes (1994) developed a problem based learning curriculum and discovered that their generally undermotivated students became highly engaged and extremely motivated toward social studies. Recent research focusing on the brain and its role in the learning process favors a problem-centered curricula that is "brain compatible" and causes the brain to work up to its fullest capacity (Hart, 1994). It seems that problem solving ability is an important cognitive skill that can

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be highly motivating and rewarding to students, but is often one that educators typically overlook.

Educators recognize that learners vary in the way they process and utilize information. Learning styles research has attempted to discern the many differences among learners. Dunn and Dunn (1992) have examined twenty one (21) different elements that affect learning style. One of the most researched facets of learning styles is sensory perception (visual, auditory, kinsethetic, gustatory, and olifactory). Several research instruments purporting to detect preferred learning sensory perception have been created. Although learning styles research is not an exact science, many educators believe appropriate teaching includes attempting to reach as many of the sensory perception modalities as possible. This is especially critical for learners whose preferred sensory perception modality is not auditory or visual, the most commonly used modalities in school and college instruction.

The presenters in this conference session will involve attendees in a variety of problem solving activities that will include problems originating in each of the primary sensory modalities. Discussion will follow each problem activity and suggestions and recommendations for including these and other problems in study skills courses and remedial courses will be made. Both presenters have taught and nurtured underprepared college students, and have successfully used problem solving as a motivational learning tool in developing academic skills, persistence levels and self-confidence in their students.

It is hoped that session attendees will learn about their own problem solving abilities; will consider incorporating problem solving in their teaching; and will seek to collect and distribute to other educators highly motivating, challenging, fun, educational problems in their work with underprepared college students.

CITIZEN LEADERSHIP INSTITUTE

Office of Lifelong Learning, Gulf Coast Community College
5230 West Highway 98, Panama City, FL 32401-1058. (904)747-3216

CITIZEN LEADERSHIP EDUCATION PROGRAM

Gayle F. Oberst

Cheryl Flax-Hyman

Based on the need for citizen leadership in communities and the philosophy of the college, Gulf Coast Community College (GCCC) submitted a proposal to the W. K. Kellogg Foundation to establish a citizen leadership training model that could be integrated into the curricula of community colleges, particularly those throughout Florida. The Citizen Leadership Institute (CLI) was created to develop the program.

The curriculum for the Citizen Leadership Training Program (CLTP) includes skill areas such as team building, change, problem solving, communication, community leadership, citizen leader, and diversity. The "core" of the CLTP is two fifteen-hour blocks of instruction that may be offered as credit courses, infused into the existing curriculum, or as non-credit courses of varying length. The first training block involves awareness of self and others, communicating and working with others, and learning about local, state, and national government and agencies. The second fifteen-hour block of instruction presents problem solving, change, and action.

The curriculum also includes thirty stand-alone modules or courses in leadership skills. It is thought that the single most important factor missing from traditional leadership programs is the ability to create action--action after a forum, workshop, or class. Each Citizen Leadership Institute module includes a commitment to "take the next

Supported by a grant from the W. K. Kellogg Foundation

The curriculum for the CLTP was developed and reviewed by individuals from community colleges, private colleges, universities, and leadership programs in Florida and across the nation. It is written in a "user friendly" manner so that average citizens may be as comfortable with the materials as college faculty.

In addition to skill area guides, the CLI developed adaptation and "how-to" guides. The adaptation guide offers suggestions and examples to establish and implement "leadership across the curriculum" and leadership workshops, seminars, and credit courses. The "how-to" guide details the process that other colleges might use to implement the training program; therefore, it prompts cost efficient replication.

Gulf Coast Community Colleges's CLI will provide materials and training to community colleges in Florida in order that Citizen Leadership Training Programs might be established at their sites.

CONTACT PERSON: Gayle F. Oberst, Citizen Leadership Institute, Gulf Coast Community College, U. S. Highway 98 West, Panama City, FL 32401. Phone number: 904-747-3216.

Supported by a grant from the W. K. Kellogg Foundation

HUMBOLDT STATE UNIVERSITY
Department of Journalism

Title: Critical Writing for Freshmen: Using the Mass Media

Presenter: Maclyn McClary, Professor, Dept. of Journalism, HSU, Arcata, CA 95521 -- (707) 826-3941

ABSTRACT

Summary: To help students become more critical consumers of the news media and to improve freshman writing skills, students in a large Introduction to Mass Communication class are required to complete a media watching project.

First-year students, most of them non-majors, are asked to review news media content for 20 hours each semester and to critically analyze this content based on a standardized list of some 15 questions.

These questions ask the student to discover bias in the news, to look for depth in reporting, to attempt to determine accuracy in news accounts, to find examples of interpretive and investigative reporting, and to consider the media's role in contemporary society.

Students are also asked to determine if news media units give access to minority groups and unpopular views and they are asked to find evidence of news accounts that aid the political process, as well as commenting on other aspects of media performance.

The mechanics of how to construct such an assignment, problems in using these projects, and standards for grading the students' written reports are discussed.

Based on about 20 years experience with this assignment, we conclude that the project not only improved writing skills and enabled students to be more critical consumers of media messages but that it also provided an opportunity for students to reflect upon and write about the role of the mass media in contemporary society, for example, news versus entertainment in media content.

Over the years, the assignment has evolved in structure and form.

Arcata, California 95521-4957 • (707) 826-4775

INDIANA UNIVERSITY
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The School of Science Electronic Adviser - A Complement to Academic Advising

Joseph E. Kuczkowski

Background

The School of Science is a major component of IUPUI and consists of seven departments: Biology, Chemistry, Computer and Information Science, Geology, Mathematical Sciences, Physics, and Psychology. There are over 1200 undergraduate majors and about 200 graduate students served by the School. The School of Science currently mandates an initial academic advising session for incoming majors and provides senior audits to guide prospective graduates toward the completion of their degree programs. The School is implementing an electronic auditing system called IUCARE and has just released the program for Psychology majors, a third of the majors served by the School. The IUCARE project is being systematically extended to the remaining departments. It allows advisers and students to access updated academic audits from workstations and computer clusters throughout the University.

A continuing problem, however, is that many of our majors do not seek advising on an ongoing basis to help them co-discern options at various, sometimes critical, junctures in their academic journey. We have a vision of fostering an environment that presents advising as another academic experience to empower students to take ownership of their learning process. One way we intend to enhance and complement our current efforts is to is to utilize electronic modes of delivering academic advising that are time-flexible and accessible from a variety of stations on-, and even off-, campus.

Project - The Electronic Adviser

In the summer of 1995, the School undertook the development of the **School of Science Electronic Adviser**, a **World Wide Web (WWW) presentation** that functions as a hub for linking three main areas: **Information and Resources, Academic Adviser Message Center, and the IUCARE Electronic Audit System**. Students are able to navigate among the components to view their academic records, consult with advisers, and search resources for relevant information.

This project is designed to help not only School of Science majors, but pre-science majors in the IUPUI Undergraduate Education Center, students considering second degree programs in science disciplines, and exploratory majors. Students from other units served by the School of Science are able to obtain information about science and math courses relevant to their degree programs. With a view to the future, School of Science orientation sessions will include training students on accessing the School of Science Electronic Adviser from the IUPUI Home Page on the WWW and utilizing its features.

SCHOOL OF SCIENCE
IUPUI

OFFICE OF THE DEAN

LD Building
402 North Blackford Street
Indianapolis, Indiana
46202-3272

317-274-0625
Fax: 317-274-0628

Areas of the Electronic Adviser

Information and Resources

This area covers information on degree requirements, introductory service and majors' science courses, academic policies, School scholarships, and opportunities for undergraduate research. Information for contacting Dean's Office personnel by phone and electronic mail are also provided. Linkages are available to WWW pages for School of Science departments, the IUPUI Home Page, the Indiana University Library System with further links to the Big Ten Library system, and career information.

Academic Adviser Message Center

Information about academic advisers is listed by department and includes pictures of the advisers, information about their fields of specialization, room numbers, telephone numbers, and e-mail addresses. The **activation of the e-mail address** brings up a screen inviting the student to send an e-mail message to the selected professor or staff member.

IUCARE Electronic Audit System

With the activation of the IUCARE icon, a screen appears providing access for a student to enter the system and view an up-to-date record of progress on the degree program. The student is also able to verify whether a given course applies to the degree program and explore degree options in other disciplines. This provides a backdrop for focusing questions for e-mail correspondence to the student's academic adviser or for pursuing additional information through the Information and Resources page of the Electronic Adviser.

Project Support

This project was supported through student technology fee funds apportioned to the School and through an IUPUI Innovation in General Education Grant. In applying for the grant, the anticipated student interaction with the Electronic Adviser was presented as reflecting several of the general education principles fostered by the University.

Planning, Implementation, and Assessment

Under the guidance of Joe Kuczkowski, Associate Dean, the WWW presentation was developed during the summer by Gloria Quiroz, a graduate student intern. A select group of undergraduate student volunteers tested the system. Student peer counselors from the Science Student-to-Student program will be trained during the fall semester to help other students learn the system. Faculty advisers will also be introduced to the Electronic Adviser in workshops conducted during the fall of 1995 and spring of 1996 as their departmental IUCARE programs are released. An on-line questionnaire to address student reaction will serve as feedback for assessment and modification of the project.

Contact Person: Joseph E. Kuczkowski, Associate Dean
School of Science
Indiana University - Purdue University Indianapolis
402 N. Blackford Street, LD 222B
Indianapolis, IN 46202-3272
(317) 274 - 0626
jkuczkow@indyvax.iupui.edu

JACKSONVILLE STATE UNIVERSITY
700 PELHAM ROAD N.
JACKSONVILLE, ALABAMA 36265-9982

HOUSTON COLE LIBRARY

TELEPHONE: (205) 782-5255

TITLE: OFFERING FRESHMEN ESSENTIAL TOOLS FOR SUCCESS

PRESENTERS: Janice Costello, O.P. Education Specialist

Linda Cain, Librarian

ABSTRACT:

All of us in attendance are concerned with helping students obtain good grades, finish school, and become competent, responsible people who will reflect well upon themselves and their institutions.

The first part of this prorgram will present convincing evidence that a component of library skills as part of Freshman orientation is an essential first step in meeting these goals. We will demonstrate how students in various universities around the nation use technology to do research, to write papers, and to complete assignments in a very creditable way due, at least in part, to library instruction.

Doing this caliber of classwork will encourage the students to excel, thereby increasing persistence and retention.

No doubt Freshman will enjoy many extra-curricular things. However, most students today are serious about finding employment which will offer opportunities for advancement. Many are holding down outside jobs and perhaps working on campus, too. It follows that learning the skills which lead to a productive career appeals to students more now than ever.

The library should be the most technologically advanced area on the campus. It will open vistas of databases, CD-ROMs, and Internet information. These are powerful tools without which academic success will be very difficult, if not impossible.

The goal of orientation is to get the most useful information to the incoming student within the short time allotted. A library skills component could revolve around a brief demonstration of searching the Computer Catalog. Today's demonstration includes techniques which translate to other technologies such as CD-ROMs, Internet, and on-line searching.

A sample demonstration will be given, and the search techniques that are important not only for the computer catalog but also for other media will be highlighted. By limiting the demonstration to one area (the computer catalog), the component would not overload the student with new information and formats. Rather, the new student will have had an introduction to the computer catalogue (the primary library tool) and will have learned techniques that will be useful for life. Such a demonstration would also allow the librarian to explain the library's commitment to user service. An early introduction to the library would eliminate some student anxiety about using new information resources.

CONTACT PERSON: Janice Costello, O. P.
1005 2nd Ave., NE
Jacksonville, AL 36265

Phone: (205) 782-5245 (work)
(205) 435-8692 (home)

JOHNS HOPKINS
UNIVERSITY

Office of the Dean of Students

Shriver Hall / 3400 N. Charles Street
Baltimore, MD 21218-2689
(410) 516-8208

Susan K. Boswell, Ed.D.
Dean

Disorientation

Susan K. Boswell, Ed.D., Tom Fraites and Asma Poonawala

Disorientation, a program initiated in 1994, provides undergraduates of the Johns Hopkins University with opportunities for reflection, reacquaintance, and closure during their senior year. The program addresses the difficult transition from college to new life phases. Disorientation reminds seniors of their shared history and acknowledges their earned status as seniors, while building a foundation for departure and future appreciation.

Overall, the program encourages senior class unity and provides a transition to post-undergraduate life. By offering a comprehensive collection of seminars, the program addresses diverse areas such as: making career choices, attending graduate or professional school, developing personal marketing, financial and organizational skills, dealing with change, and making long-term plans. Social events provide a setting for re-unifying the class, and include luncheons, dinners, and pub nights.

Disorientation's educational component offers seniors a large amount of information in a short time period before schedules become busy with classes and co-curricular activities. During eight career seminars offered in last year's program, alumni, faculty, University-affiliated staff and physicians, as well as other area professionals, shared professional and personal experiences related to their fields. Sessions included *Health Care in the '90s*, *Legal Services*, and *Communications and Journalism*. *Marketing Yourself*, a seminar by corporate recruiters, addressed issues such as educational background, interviewing skills, and salary requests.

Session leaders also offered advice on completing professional school applications, composing winning resumes, and preparing for successful interviews. Life-transition issues seminars, included:

And Plan B? - developing alternative plans for career and life
Chutes and Ladders of the Senior Year - relationship and other life changes
Faith and Transition - the changing roles of faith and values

Disorientation '95 is being developed to incorporate similar areas. A significant change is an effort to provide more year round programming for seniors. The social program component provides an informal way for seniors to meet and re-unite with their classmates, faculty, administrators, and alumni. Scheduled events include:

a luncheon with seniors, faculty and deans
a dinner with senior staff in Homewood Student Affairs
a social activity at E-Level, the new campus pub
a pub night at Baltimore Brewing Company

Disorientation can be adapted to colleges and universities across the country. It addresses a wide range of global issues; each school may also incorporate areas to address its seniors particular needs. By making a coordinated effort to address seniors' needs, Disorientation challenges students to analyze and plan for their futures. Many seniors do not realize until after graduation that there are multiple facets to every decision they make. Disorientation increases awareness of and provides resources for seniors to develop and implement plans for postundergraduate life.

The key to the model is student involvement in all areas of the program. Student involvement in planning and implementation has fostered a sense of ownership and has led members of the Class of 1996 to become interested in planning their Disorientation program. The program has been a success at Johns Hopkins University and its model can be used effectively at other institutions as well.

Contact: Susan K. Boswell, Dean of Students
3400 N. Charles Street
Shriver Hall
Baltimore, Maryland 21218
(410) 516-8208

KEAN COLLEGE

The Center for New Students
An Innovative Program for Students in Transition

Michael H. Lampert
Peg Melchione

Kean College, located in Union, N.J., is a four year liberal arts state college. There are approximately 12,000 full and part-time students attending the College. Ninety per cent of students are commuters and a large percentage are the first member of their family to attend college.

For the past ten years the college has been supporting successful transitions for freshmen through a unique combination and integration of three elements in freshman services - the Freshman Center, the Freshman Seminar and the Peer Liaison program.

The College administration realized that the needs of other newly entering students were not being met and that the Freshman Center could be expanded to meet the needs of the transfer and adult student populations. The literature indicates that all entering students are in need of support services during this transitional period.

The presenters will provide: 1) a brief overview and evaluation of the Freshman program; 2) a discussion of the transformation of the Freshman Center to the Center for New Students; 3) an outline the goals of the new Center; and 4) a slide show depicting the numerous and diverse support services and programs offered to new students. The presentation will describe how the center expanded its services to the new student populations without reducing services to freshmen.

Through this transition the center staff gained increased support for the

KEAN COLLEGE
OF NEW JERSEY
Union, New Jersey
07083
908/527-2000

KEAN
COLLEGE

programming goals of the center. Closer working relationships with other administrative areas resulted from the need to coordinate student recruitment, academic advisement, registration, orientation, and academic support programs.

Kean College has developed creative and innovative programs and services designed for students in transition. The presentation of these programs will be beneficial to attendees and participants at the Inaugural National Conference.

Peg Melchione
Center for New Students
Kean College of New Jersey
1000 Morris Avenue
Union, New Jersey 07083
(908) 527-3114

KEAN COLLEGE
OF NEW JERSEY
Union, New Jersey
07083
908/527-2000

Residence Services
(216) 672-7000
FAX: (216) 672-2579

Kent STATE UNIVERSITY
P. O. Box 5190, Kent, Ohio 44242-0001

Diversity Training Cadre

Gary S. Conner
Kimberly Mitchell

The program is designed to share some of the successes Kent State University has discovered when implementing a program to generate some cross-cultural communication, particularly in the residence hall setting. The Diversity Training Cadre, as the training unit is known, is comprised of several dedicated and knowledgeable faculty and staff members, as well as a number of interested students.

The Diversity Training Cadre holds as its core belief that all issues of oppression (racism, sexism, heterosexism, ableism, classism, et cetera) are equally as painful and harmful to society. Proactively challenging the beliefs behind these issues is what motivates Diversity Training Cadre members.

Training resident assistants, faculty, staff, and house council members, The Cadre offers workshops that can be as easily adapted to the residence halls as they can to the classroom. Cadre members go through an intense training program themselves, and then offer their services to the campus community to either speak to a group, assist in the implementation of workshops, or answer difficult questions, one-on-one. Diversity Training Cadre members have also sponsored a drive-in conference and set up several "groups" to discuss events indigenous to making our campus a safe environment.

The Diversity Training Cadre is reaching out to institutions across the U.S. and currently has plans to present seminars at several universities and colleges. The Cadre is compiling a list of resources, i.e. ice breakers, programs and information suitable to a handbook to offer Resident Assistants and residence hall professionals for programming in the residence halls.

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

8100 Hwy. 71 South
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VICE CHANCELLOR FOR ACADEMIC AFFAIRS

PHONE 318-473-6446
FAX 318-473-6480

Title: Two-Year to Four-Year Transfers: On the Same Campus

Presenters: Dr. Robert Cavanaugh, Chancellor
& Dr. Randall H. Stovall, Vice Chancellor Academic Affairs
Louisiana State University at Alexandria

Abstract: That community college students experience difficulty in making the transition between their community college life and senior institution life is well documented. Colleges have made a variety of efforts to ease the transition. These efforts have included pre-transfer orientation, degree contracts and plans which include both two-year and four-year course work, joint faculty planning meetings, and more recently, efforts to link community college students electronically via the Internet to the senior institution prior to transfer. Some of these activities will be briefly discussed during the presentation.

A different approach to easing transfer transition is to make the senior college courses available on the two-year college campus. This approach has been taken by numerous institutions and often takes the form of a dedicated building for senior institution activities on the community college campus. At Louisiana State University at Alexandria (LSUA) the senior college activities have been so well integrated as to be almost seamless to students. On LSUA's main campus, classes and faculty members from Louisiana State University in Baton Rouge (LSU) are located throughout the academic year. In addition, Northwestern State University at Natchitoches (NSU) shares a building at LSUA's University Center, an extension site located some 16 miles from the main campus.

LSUA students are advised by faculty advisors who help students select appropriate courses to facilitate their smooth progression toward a bachelors degree, without leaving LSUA physically! Our presentation will focus on the advising activities and other accommodations made to facilitate student progress. When combined with transition transfer facilitation activities, LSUA's senior college and university center approach helps more students achieve their higher education goal without the added burden on physical relocation for the upper division portion of the bachelors degree courses.

Contact Person: Dr. Randall H. Stovall
Vice Chancellor for Academic Affairs
Louisiana State University at Alexandria
8100 Highway 71 South
Alexandria, LA 71302
Phone: 318-473-6446 Fax: 318-473-6480

LSUE
The Community College of Acadiana

Office of Student Support Services
Louisiana State University at Eunice
P. O. Box 1129
Eunice, Louisiana 70535
(318) 457-7311
(318) 546-6620 (FAX)

TITLE: Pointing Them In The Right Direction with Communication Networking

PRENSENTER: Jacqueline A. Long

The primary point of transfer for the majority of transfer students is between their sophomore / junior years. These rising juniors must compete with other students who have considerably more knowledge on how to succeed at that particular institution. Professionals that service and facilitate transfer students must provide them with the tools to bridge that information gap as quickly as possible. Developing communication networking skills is one tool that can address the situation. This presentation offers networking techniques for transfer students and strategies that transfer facilitators can employ to help their students eliminate this transfer dilemma.

The study of communication networks examines the flow of messages between two or more points [or people] in space and time. Each party forms one link in a vast "network" that is limited only by its use, efficiency and numbers of connections (Mortensen, 1972).

Transferring students must be advised on how to recognize an organization's structure, chain of command, power distribution (who makes which decisions), and flow of information. This will enable the transferring student to participate and benefit from the communication network that exist in every institution on various multiple levels. As students apply and approach another institution for transferring, proper preparation and conversation is necessary.

This presentation will be a review of the transfer process with "networking points" identified and discussed. The role of "feedback" in the communication networking process will be explored. Also, types of networking will be presented, such as prescribed, emergent, and culturally defined networks.

LSUE is an affirmative action/equal opportunity university.

Magnolia Bible College
P. O. Box 1109
Kosciusko, Mississippi 39090
Phone (601) 289-2896

Developing a Safety and Security Orientation for Freshmen and Transfer Students.

Presented by **Howard Cox**, Dean of Students at Magnolia Bible College.

It is no secret that college campuses are increasingly becoming targets of violent crime. Students who are moving into an unfamiliar college environment need a program of education to help them avoid becoming a victim. Students also need basic information on what to do if a fire alarm goes off, who to call if they see something suspicious, and what to do if they become ill on campus.

All of these things are important safety and security concerns, but many schools are reluctant to include them in an orientation for Freshman and transfer students because they are afraid, quite frankly, that they might scare some students off. Negative-sounding information, even if it is useful, can be detrimental to student retention.

This program will show you how to develop a safety and security orientation that provides students with essential information without frightening or intimidating them. The program will discuss:

1.) What to include in a safety and security orientation.
2.) How to survey student's knowledge of and concerns about safety and security on campus.
3.) How to develop an orientation presentation that empowers rather than frightens the student.
4.) How to develop inexpensive brochures to accompany an orientation presentation.
5.) How to assess the effectiveness of a safety and security orientation.
6.) How to provide follow-up to the orientation to maximize its effectiveness.

Marietta College
Chartered in 1835

"The Pioneer College pioneers the future"

Dr. William Hartel
Roseanne Gill-Jacobson

Abstract:

Continuing a tradition of pioneering in special freshman programming and building on the experiences of the last sixteen years, Marietta College is intensifying its efforts to build the necessary bridges between the academic faculty and the student services personnel in order to present a holistic experience for first year students. This session will present an overview of the Freshman Year Program at Marietta and will highlight the experiences of teaming the academic with the service personnel. In keeping with that a portion of the College's mission which emphasizes student development in the process of becoming "good citizens of their community", the Director of Resident Life has launched a new program this fall in the resident halls entitled "Building Your Own Community." The possible ramifications for such a program for the Freshman Year will be discussed.

Contact Person:

Dr. William Hartel
Marietta College
215 5th Street
Marietta, OH 45750

(614) 376-4798

Marietta, Ohio 45750-4031 • 614 / 373-4643

Marietta College
Chartered in 1835

Student Outcomes Assessment: Evaluating the First Year Transition Course

Dr. David J. Pittenger
Department of Psychology
Marietta College
Marietta, OH 45750
614-376-4749

There are two important trends in higher education. The first is the freshman transition course. This course is designed to help students make the transition from high school to college. The primary goal of the course is to increase the probability that students will succeed at college and earn their degree. At the same time, accrediting agencies are requiring their member colleges to develop and implement a program of student outcomes assessment. The goals of student outcomes assessment are for colleges to develop a solid empirical evaluation of their academic programs and to make strategic planning and course revisions based on those evaluations. In this presentation I will review several of the major methodological issues to consider when implementing a student outcomes assessment program for the freshman transition course. I will also share the analysis of Marietta College's freshman transition course from 1985 to the present.

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Marietta College
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The Validity of the Myers-Briggs Indicator Within Academic Settings

Dr. David J. Pittenger
Department of Psychology
Marietta College
Marietta, OH 45750
614-376-4749

The Myers-Briggs Type Indicator (MBTI) is a popular psychological instrument that was designed to measure the personality constructs developed by Carl Jung. During the past 20 years the MBTI has received much attention especially among college educators. The test is now used for a variety of purposes at many colleges and universities. Currently, there is an impressive body of literature that examines the validity of the MBTI as a psychological tool. In this presentation, I will review the common uses of the MBTI within academic settings and examine the empirical literature that justifies its use.

MARQUETTE
UNIVERSITY

A Learner-Centered Approach for Freshman Transition

Karen Desotelle
John D. Krugler
John Pustejovsky
Stephanie Quade

ABSTRACT

In 1993 the College of Arts and Sciences sought to make advising more relevant to undergraduate education. Its Advising Committee believed that a major criticism leveled at faculty advising could be negated if an approach were developed that would bring advisers and advisees together on a regular basis in an academic setting. This would encourage the development of an open, effective relationship that would deal with the whole person.

Our new freshman seminar, ***Introduction to Inquiry****, uses a unique pedagogy to turn classrooms into practice fields and laboratories. Its student-centered activities foster a sense of responsibility and a genuine disposition toward successful learning behaviors. Students acquire a method for understanding academic inquiry. The seminar provides a paradigm for innovative teaching and advising that facilitates student transition to college, enhances the advising relationship, and assesses the student as she makes the transition to college life.*

Because the seminar leader is adviser to no more than ten students, he has direct experience of advisees as learners. They know him as adviser and as teacher. Personal, regular, critical feedback is the result. Regular self-assessment helps avoid mistakes that diminish chances for academic success. This developmental advising asks students to reflect on the reasons for their academic decisions, thus facilitating the transition experience.

This seminar coincided with other University initiatives; namely, the creation of the office of Student Retention and Student Affairs efforts to support the academic goals of the University outside of the classroom. Early collaboration between the director of the retention office and the seminar directors was instrumental in influencing the development of a preliminary framework for the future role of retention services. Seminar faculty workshops, for example, provided a meaningful forum for retention services to demonstrate the critical importance of faculty in the retention decisions of students.

MARQUETTE HALL, 208 P.O. BOX 1881 MILWAUKEE, WISCONSIN 53201-1881 TELEPHONE (414) 288-7059 FAX (414) 288-3271

A Learner-Centered Approach for Freshman Transition
Marquette University
Page 2

Student Affairs contributed to the seminar by assisting with faculty training and in identifying transitional issues, approaches, and resources. As a result, seminar leaders/advisers were able to address the needs and concerns of first-year students that did not relate directly to the academic experience. The seminar further served as a catalyst for meaningful collaboration with units across the campus concerned with transition issues but that acted in isolation. The outcomes-based nature of the seminar gave impetus to other programs such as a residence hall writing program that brings the Freshman English course to students in the dormitories.

This session will describe the creation of the first-year seminar program, its activities and unique rules for classroom interaction, and its influence in fostering campus-wide programs to enhance the freshman transition experience.

Contact person: John D. Krugler, Associate Dean, College of Arts and Sciences, 208 Marquette Hall, P.O. Box 1881, Milwaukee, WI 53201-1881
414-288-5308

Marywood College Scranton, Pennsylvania 18509 717-348-6211

Transfer Students: Transitions Personified

Dr. Joanne M. Cepelak, Assistant Academic Dean

This session presents a synopsis of a recent study that examined upper-division transfer students' perceptions of the problems involved in transfer between institutions and the factors that contributed to their posttransfer adjustment. This research builds on and extends earlier studies of "transfer shock" by supporting the position that it is a more complicated phenomenon than an initial, sometimes severe, drop in academic performance. Transfer shock appears to involve the more general experience of facing and coping with a variety of academic, personal and social challenges and difficulties in the process of moving from one college environment to another.

The study on which this session is based examined data gathered over a two year period concerning one cohort of upper-division transfer students admitted to a selective, four-year state college of arts and sciences in the northeast. A unique feature of this study is that it directly involved students in identifying the nature and extent of transfer problems as well as the persons, events,

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circumstances or conditions that enabled them to address the problems they encountered.

During the first half of the session, participants will receive an overview of the literature concerning college choice and student adjustment as well as the obstacles generally associated with transfer and "transfer shock." The findings of this study suggest that even students who have previously attended one or more colleges enter their new institutions with unrealistic expectations of college life. The upper-division transfer students who participated in this study reported a variety of academic, personal and social challenges and difficulties related to their transitions. They also identified several factors that contributed to their posttransfer adjustment.

Paricularly during the second half of the session, session participants will be encouraged to discuss the conclusions and implications of the study for colleges seeking to enchance their campus environments for transfer students. Participants will receive a summary of the research findings including a profile of the transfer students involved in this study, the problems and factors reported by students, the conclusions and implications derived from the study. An extensive bibliography of related research will be available.

A Survey of Alumnae Opinions on General Education, Majors, and Capstone Courses

Rosemary T. Hornak

Abstract

One feature of a general education capstone course is to help students make the transition from college to the larger world. In the model at Meredith College, the capstone course serves as a culminating experience to general education, where students begin to assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. One impetus for the creation of capstone courses was a concern that students take most general education courses during the first two years of college, and then concentrate on courses in the major, resulting in a narrowing or compartmentalization of knowledge.

Graduates of a private women's college received a survey one to three years after commencement. Surveys were mailed to 468 women, half of whom had completed a general education capstone course as seniors or second-semester juniors. Usable surveys were received from 246 alumnae. The survey asked respondents for opinions of the education obtained and perceptions of how it related to present life. Respondents used a 10-point scale to rate 28 items on general education, the major, and capstone courses, as well as giving free responses to 3 open-ended questions.

Responses to the survey, including mean ratings of structured items and a summary of free responses will be presented. Discussion will focus on ways in which a capstone course may alter a student's perspective on her education and its usefulness after graduation. Of particular interest are findings that alumnae who took capstone courses report a greater likelihood to seek the ideas of others and more appreciation for multiple perspectives than alumnae who did not take capstone courses. Also of interest are findings that capstone courses may be helpful to students in building a bridge between college and the larger world.

Contact person: Rosemary T. Hornak, Coordinator of Capstone Studies
Meredith College, 3800 Hillsborough Street
Raleigh, NC 27607-5298
Phone: (919) 829-8403

MICHIGAN STATE
UNIVERSITY

The Workforce Readiness Assessment: Bridging the Freshman and Senior Years

Phil Gardner

From the freshman year experience course where students are oriented to the opportunities and dynamics of their collegial experience to the senior capstone course that weaves together the central constructs of their discipline or the senior experience course that sets the stage for the transition from college, students are generally on their own to identify, develop, and apply those skills beyond the content skills that are required to be successful in the workplace. Employers, however, have been increasing critical of the skill base of the college workforce. especially in the areas of applied problem-solving, interpersonal communication, and personal accountability. As part of a broad program to assist students prepare for the transition from college to work, as well as meet new outcome based mandates, students have been administered the Wilson Workplace Readiness Assessment. Data obtained from over 2000 students reveal their level of preparedness in selected competency areas and offer suggestions for devising an experience that bridges the freshman and the senior years.

Preliminary analysis of the student assessments are attached in Table 1. Students attained scores slightly below national averages for applied problem solving, but showed signs of struggle in adapting their critical thinking processes in new contextual settings (outside the classroom). Students displayed low scores in interpersonal communication, especially teamwork, and in personal accountability where weak time management, poor initiative and failure to understand quality appeared to be the major shortcomings.

Comparisons by grade level found no noticeable improvement in applied problem solving between freshman and seniors. Seniors did demonstrate significantly higher scores in communication and accountability than underclass students. Nevertheless, senior scores in these two areas fell well below national averages.

This presentation will provide more detailed analysis of the data and an explanation of the skills assessment, as the

STUDENT AFFAIRS AND SERVICES

Career Development and Placement Services

Collegiate Employment Research Institute

Michigan State University
110 Student Services
East Lansing, Michigan
48824-1113

517/355-2211
FAX: 517/353-2597

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norm group is highly selective. Scores will also be interpreted using information gathered in other Institute research on the early socialization of college graduates in the workplace.

A six week module is being designed around this assessment to: (1) help students evaluate their individual skills; (2) identify activities that can enhance skill development during their junior and senior years; and (3) incorporate their activities into a career portfolio. Because the assessment has been normed to a high standard, many students are defensive upon receipt of their scores. Thus, the review module also helps nurture self-esteem.

Both faculty and employers will also have to address their perceptions of the students skill base and contribute to the develop of necessary skills. These two groups may present the biggest barriers to insuring the success of students in the workplace. For example, if employers fail to recognize how their organizations socializes new employees, even the best trained student will become a dysfunctional worker. Writing skills serves as an illustration: employers want graduates who can write; yet the new employee will take on the writing characteristics of the organization -- many organization's have managers who write poorly.

FOR MORE INFORMATION, CONTACT:

Phil Gardner
Research Administrator
Collegiate Employment Research Institute
Michigan State University
113 Student Services Building
E. Lansing, MI 48824-113
(517) 355-2211
gardnerp@pilot.msu.edu

Phil Gardner is the research administrator of the Collegiate Employment Research Institute, Career Services and Placement at Michigan State University. He has been involved the study of the transition experience from college to work and related workplace issues of college students. His research touches upon various aspects of the collegiate experience including experiential learning, outcome assessment, and student expectations.

MIDDLESEX
COMMUNITY COLLEGE

From Associate to Bachelor's Degree In One Smart Move: Joint Admissions

Catherine L. Pride, Ph.D.
Eileen Shea, M.Ed.
Kathy L. Ryan, M.A.

Since 1990, the four undergraduate campuses of the University of Massachusetts and the fifteen Massachusetts Community Colleges have been offering joint admissions as an option for transfer students. Among its goals, the Agreement seeks to:

- strengthen the academic partnership between the University of Massachusetts and the Massachusetts Community Colleges;
- facilitate student access to further public higher education in the Commonwealth;
- provide barrier-free movement from the associate degree to the baccalaureate degree for students enrolled in public higher education within the Commonwealth;
- enhance the benefits of existing articulation agreements.

The Joint Admissions program facilitates the transfer of eligible participating students from Massachusetts community colleges to the state university upon completion of their associate degree programs and satisfaction of other applicable conditions required under the program. Students who enroll at Massachusetts community colleges in designated transfer programs are eligible to participate in Joint Admissions.

Students indicate their desire to participate in the Joint Admissions program at the time they are applying to the community college of their choice. Those students identified as eligible to participate under the Joint Admissions program are conditionally accepted by the state university campus of their choice. In order to satisfy the conditions of admission into the selected university campus, participating students must earn a minimum 2.5 cumulative grade point average (based on a 4.0 scale) and an associate degree in a designated transfer program.

Students who satisfy the requirements of the Joint Admissions program receive the following guarantees:

- Joint Admission students are guaranteed admission to the University of Massachusetts school or college, at the campus they indicated upon acceptance into the Joint Admissions program, provided they complete a comparable designated transfer program at a Massachusetts community college and meet the requirements of the Joint Admissions program.

Bedford Campus
Springs Road
Bedford, MA 01730-9124
617-280-3200

Lowell Campus
Kearney Square
Lowell, MA 01852-1901
508-656-3200

- Joint Admissions students are treated without disadvantage at the university campuses with respect to access to specific majors, applicability of 'D' grades, assignment to junior status, and degree program requirements. Students who wish to be admitted to a major that requires specific course or grades must meet those requirements.

The participating institutions have agreed to share information about participating students, to the extent possible under appropriate statutes, regulations and institutional policies regarding confidentiality of student records. This exchange of information allows institutions to provide students with the broadest range of academic choices and support services, thereby creating an environment conducive to academic success.

Although a goal of the Joint Admissions program is to maximize transfer of credits through appropriate advising and identification of designated transfer programs, participation in the Joint Admissions program does not guarantee, in and of itself, that all course credits earned at a participating community college will be accepted for transfer by the state university. To obviate this issue, the Joint Admissions program emphasizes collaborative communication with participating students and jointly supportive advisement and registration of students who will be enrolling in a baccalaureate degree program through the Joint Admissions program.

The implementation and oversight of the program agreement is provided by a Joint Admissions Steering Committee. The Steering Committee monitors, evaluates, and, when necessary, modifies the administration of the Joint Admissions Agreement; and provides policy recommendations the UMASS President's Office and the Community College Executive Office.

Catherine L. Pride, Ph.D.
Director of Transfer Articulation
Middlesex Community College
Springs Road
Bedford, MA 01730

(617)280-3538

MILWAUKEE SCHOOL OF ENGINEERING
1025 North Broadway
Milwaukee, Wisconsin
53202-3109
(414) 277-7300

MSOE

Presentation Title: Financial Aid, Interpersonal Communication, and Persistence

Presenter's Name: Dr. Ric Shrubb

Contact Person: Dr. Ric Shrubb
Milwaukee School of Engineering
General Studies Department
1025 N. Broadway
Milwaukee, WI 53202
(414) 277-7363

Abstract: This presentation combines the results of a study conducted in 1992 with an application of interpersonal communication skills which are specifically designed to increase the effectiveness of university faculty and staff when interrelating with college students, particularly freshmen.

The 1992 study tracked the persistence of 250 entering freshmen from the Fall of 1986 to the Spring of 1992. It classifies financial aid into four categories (scholarships, loans, grants, and work study), and compares these types of aid to student characteristics (gender, race, and age), cumulative g.p.a., and whether or not the student graduated within that six-year period. I applied the statistical technique of multiple linear regression to the data four times, treating the variable of graduation differently each time (graduation as an equal variable in the first test, only students who had not graduated in the

MILWAUKEE SCHOOL OF ENGINEERING
1025 North Broadway
Milwaukee, Wisconsin
53202-3109
(414) 277-7300

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second test, only students who had graduated in the third test, andemoval of the graduation variable entirely in the fourth test). Some of the relationships between these variables were strong, and some I rejected.

In considering the relationships that were strong (regarding age, gender, and g.p.a.) with persistence, I have come to suspect that we, as college personnel, would do well to adjust our interpersonal approaches to students so that we address the issues which are important to them as opposed to addressing the issues which are important to other segments of our society. Discussing the results of the 1992 study in interesting in itself, but trying to match the study with interpersonal communication between college students and university personnel in doubly interesting. No hitting permitted!

Missouri Southern State College

TITLE: *Why Doesn't "Student Satisfaction = Retention" on a Commuter Campus?*

PRESENTERS: *Dr. Elaine Freeman*, Director of Special Programs/ Co-Director of Center for Teaching and Learning
Dr. Delores Honey, Director of Assessment and Institutional Research

ABSTRACT:

The presentation will describe the methods, procedures and results of surveys administered to non-returning students at Missouri Southern State College in 1992 and 1995. Specific reasons for leaving will be explored comparing survey information to other institutional research data and the results will guide discussion on ways to enhance student transition and retention on commuter campuses with special attention to needs of freshmen. Missouri Southern State College is a comprehensive baccalaureate degree granting institution located in southwest Missouri. Commuter students comprise over 90% of the student body.

The Studies

Tinto (1993), and other researchers cite the importance of specific institutional data collection and analysis in designing effective campus retention programs. First, it is imperative to determine why students are leaving before graduation. Second, Tinto asserts that it is critical to determine which reasons for leaving are within the institutions's power of influence.

The 1992 study sought to determine reasons for students leaving college prior to graduation. The telephone study discovered that students at Missouri Southern State College leave college due to college transfer, financial problems, or family conflicts. Further data analysis led to the need for more detailed information to separate the factors within the institutional sphere of influence from those over which there is little or no control. This need resulted in the 1995 study which permits comparisons of the major themes with the previous study and yields more detailed information regarding the reasons students leave.

The top three reasons for leaving listed on the 1995 survey were classified as transfer, poor fit, and work related issues. Respondents as a whole were satisfied with their college experience with 89% stating that the College well served their needs. Why then are students leaving? Several factors merit further study:

* 84% of the respondents indicated that they were not involved in any campus clubs, activities, or Greek organizations
* 69% of freshmen reported a workload of 26 or more hours per week and 58% of the total respondents worked 26 or more hours per week
* 66% of freshmen did not recall having an academic advisor assigned yet 70% of the total respondents indicated having an academic advisor
* Approximately 38% of the respondents intend to return to Missouri Southern in the future

Discussion

The local studies indicate that the College is doing many things right. The 1993 and 1995 Missouri Coordinating Board for Higher Education Currently Enrolled Student Studies show that students at Missouri Southern State College have higher satisfaction levels than all Missouri four year colleges and universities combined. Yet many of our students are not returning. The average freshman to sophomore retention rate is 67% and the graduation retention rate is approximately 35%. Our task is to determine how to use the local findings to better serve our students.

Our individual campus studies concur with national retention research findings that commuter college students tend to face many competing life issues including college identification and involvement versus external interests and responsibilities. Stopping out is a frequent result of this competition. Retention experts agree that college transfer, though an important factor, is a natural by-product of a mobile society. As such, it will not be a major focus of this discussion.

Three major themes emerged from our study: 1) freshmen are most at risk; 2) early connection and campus involvement is critical; and 3) stopping out is a reality at commuter campuses. It becomes key to address student and family academic expectations, to promote early connections with advisors/mentors to form significant relationships, and to understand that commuter students academic paths may not be a traditional start to finish journey. Efforts to facilitate freshmen transition through the development of learning communities at MSSC plus other ideas to better serve commuter students will be shared. Audience members will work in collaborative groups to discuss findings in light of their experiences, to share ideas, and to generate a list of proactive ways to better serve commuter students. The small-group results will then be shared with the total group.

Reference

Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition. Chicago: University of Chicago.

CONTACT: Dr. Elaine Freeman or Dr. Delores Honey, Missouri Southern State College, 3950 E. Newman Rd., Joplin, MO 64801

4525 DOWNS DRIVE
SAINT JOSEPH, MISSOURI 64507
(816) 271-4200

What To Do When the Numbers Won't Crunch

Jan Norton

Educators are becoming increasingly responsible for evaluating programs in order to answer concerns about accountability and effectiveness. Those who have a solid background in statistical methods have an advantage because they have more control over how their programs are analyzed. This is particularly beneficial when the analysis doesn't turn out as well as hoped.

In fact, disappointing numbers, baffling results, and unexpected insights are more common than we are led to believe by the neat, well-trimmed research articles we find around us. The way that research is published in education suggests that hypotheses always turn out as expected (they don't), that controls are adequate and ethically applied (which is not always possible), and that the researchers did their own statistical work (not necessarily). What happens when what we hypothesize is not true and the results prove potentially damaging to our program? How can we find the numbers to test our gut instincts about orientation courses? And at what point do statistical analyses fail to represent what is really happening in a program?

There may be no definitive answers to these questions, but one way to understand them is to look at models for evaluating freshman seminars and orientation courses. There are several models that we can use to assess changes in grades and retention; some of these require relatively complex statistical analyses, and some do not. And there are multiple ways to generate and test hypotheses; sometimes they are proven true, and sometimes they are not. But even when they are not, some good can still come of the effort. For example, evaluations of College 101 at Missouri Western did demonstrate improved retention among students who took the course; unfortunately, it also supported, rather than disproved, the popular assumption that the course grades were inflated. Nevertheless, these results led to a revision of some course goals and have proven to be a bonus for the course in spite of what first appeared to be a negative evaluation result.

Because results are occasionally unpredictable, a good repertoire of evaluation techniques is a tremendous advantage for program administrators--not so that they can manipulate data inappropriately or hide genuine problems behind pablum, but so that they can select the most appropriate means to evaluate a specific program component. And sharing ideas with other professionals is sometimes the best way to build and refine that repertoire.

Contact Person: Jan Norton, Director
Center for Academic Support
Missouri Western State College
St. Joseph, MO 64507
Phone: (816) 271-4536
Internet: norton@griffon.mwsc.edu

Mitchell College
437 PEQUOT AVENUE
NEW LONDON, CT 06320-4498
(203) 443-2811

Developing a Paradigm for Academic Student Success (PASS)

Greg Markovich

BACKGROUND:

Mitchell College like many other colleges in the nation has been struggling with the issues of retention, academic preparation and student success. We have historically applied a "band-aid" approach and though having achieved some success have had limited results. Having tried many solutions we decided to take a different approach, we decided to review the volumes of literature addressing the above issues, find the common denominators of this research and create an entire new delivery system focusing on student success.

This new system includes a completely revamped Freshmen Seminar, new approaches to careering, advising, retention activities, educating for success and support services. The following results are due to the C.A.R.E.S. program:

FIRST YEAR PILOT RESULTS:

* Increased retention in pilot group from 52 percent to 80 percent (group of 90 students)

* Reduction in damage in residential halls from $30,000 to $3,000.

* Overall increase in retention from first year to second year from 50 percent to 67 percent.

* A complete cultural shift on campus with projected 25 percent increase in new admissions through use of the C.A.R.E.S. philosophy as recruiting tool.

It should be noted that Mitchell College is a traditional residential college with 400 students whose average SAT (Total) is 700, ACT Composite is 15.6 and based upon Noel-Levitz RMS data over 65 percent of incoming students have very high "drop out prone" indicators. What is also rather unique characteristic of this population is that it is not a minority based population.

PRESENTATION: Will describe the following:

* How the research of Gardner, Tinto, Astin, Noel and Levitz, Schroeder, Pascarella and others can be practically applied and why.

* How the complete campus from pre-admissions literature to alumni activities can be revamped to deliver the message of Educating for Success.

* How to redesign the entire student services area based upon research findings and integrate these finding (results) with the college's Mission and Goals statements.

* How to get Board of Trustees, Senior faculty and Senior Administrators invested in success.

* How the lives of students have changed, how the role of primary student services personnel have been enriched, how academic standards have been reinforced and how the institution has improved its cash flow.

The presentation will also provide an overview on how to launch a program of this magnitude at other colleges.

CONTACT PERSON:

Greg Markovich
Special Assistant to the President
Mitchell College
437 Pequot Avenue
New London, CT 06320
203 443-2811 X 275

PRESENTERS:

PROGRAM CHAIR: Greg Markovich has spent the last twenty years involved in higher education. Prior to joining Mitchell College he was with Noel - Levitz where he designed ACTIONTRACK, he also worked with IBM Corporation on issues of Student Success and Institutional Effectiveness, he also worked with 50 small colleges on admissions and retention and his work has been included in several Jossey-Bass publications in support of Azusa Pacific University, University of Wisconsin -Stevens Point and has worked as Vice President/Assistant to the President at 3 small colleges.

Mount Saint Mary's College
Emmitsburg, Maryland 21727-7799
PHONE (301) 447-5326

NESS, ACCOUNTING and ECONOMICS

EXPLORING THE USEFULNESS OF A DIFFERENT TRANSITION LENS: THE EXPECTATIONS OF FRESHMEN, TRANSFERS, SENIORS, THE COLLEGE COMMUNITY AND OTHER STAKEHOLDERS

Charles A. Beitz, Jr.
Chair, Department of Business, Accounting & Economics
Mount Saint Mary's College

Expectations are something we all seem to have in common when we leave a current situation and enter into a new situation, take on a new role, or have to interact with different people. But we don't all have the same expectations, some are realistic, others are unrealistic; some get met and some don't get met. The expectations we bring seem to act as lenses through which we focus our attention. All students in transition have expectations, and these need to be dealt with openly and systemically because they determine, to a great degree, how quickly and successfully newcomers transition from outsiders to insiders -- and become satisfied and motivated or dissatisfied and disillusioned.

I think we need to continue to search for more creative and useful ways (models/frameworks) of viewing and thinking about the systemic issues surrounding students' transitions into, through, and out of College. I recognize modelers are always well advised to consider a simple, easily understood construct. The working model I propose is based on the assumption that it is extremely important to know and act upon students' and other stakeholders' (college community and external environment) expectations, whatever they may be. The key dimensions of the basic working model are shown in this matrix:

EXPECTATIONS

	REALISTIC	UNREALISTIC
MET		
UNMET		

On the surface, what appears to be a very simple model is, I believe, a very expansive framework which allows for the creation of an institutional strategy for creating, reinforcing, and meeting realistic expectations and preventing or changing unrealistic expectations. Using expectations as the center focus helps guide the who, what, when, where, how, and why of institutional actions. This iterative model can be unfolded to focus on the individual stakeholders who must be served and who serve the various "publics" including:

- freshmen
- transfers
- commuters
- seniors
- parents
- employers
- transferring institutions
- local community
- admissions
- registrar
- safety & security
- student life
- enrollment management
- financial aid
- counselors
- career center
- advisors
- faculty
- administrators

The different combinations within the matrix result in a number of positive and negative consequences and impacts --- feelings or behaviors that need to be dealt with systemically to create a positive transition experience for all concerned. The model allows for continuing assessment and feedback throughout the year.

In the session, participants will act as an interactive resource group composed hopefully of administrators, staff professionals, and faculty for the purpose of exploring a multilayered view of the powerful role that expectations play in successful college entry, retention and exit. Participants will explore beneath the surface layer of the working model as it opens up into a number of expansive lenses for creating an institutional strategy for working with student and internal and external community expectations. The results of this session should provide a model that could be personalized by each participant for their own institution.

CENTER FOR LEARNING ASSISTANCE

Box 30001, Department 5278
Las Cruces, New Mexico 88003-8001
Telephone (505) 646-3136

Transitioning Together: "Project Support" for Returning Adult Students

Terry L. Cook

Project Support is a re-entry program that has been offered to returning/nontraditional students at New Mexico State University for sixteen years. The purpose of the program is to address the transition concerns of the increasing numbers of adult students who re-enter the university each year. Focusing on study skills and life adjustment skills participants form a support group and help each other to solve problems and connect to campus resources. This presentation will provide an overview of Project Support, involve participants in discussion pertinent to their individual needs and will include an experiential element.

Several different formats have been used to offer this support program. The strengths and weaknesses of these formats will be discussed. Participants will identify the needs of this population in their own setting and develop strategies for initiating programs on their campuses.

A variety of experiential activities have been developed for Project Support that help students with adjustment to the university environment. These include goal setting, self-efficacy (recognizing personal strengths), managing time, developing communication skills as well developing effective study strategies. Participants will receive a notebook detailing these activities and will experience two of the activities that have proven most successful in helping students.

Project Support consistently receives outstanding evaluations from students. Through the focus on personal empowerment, development of learning/study skills, and the creation of a peer network, students feel they gain the necessary tools for personal and academic success at New Mexico State University.

Terry L. Cook
New Mexico State University
Center for Learning Assistance
Box 5278
Las Cruces, New Mexico 88003
(505) 646-3136
E-Mail tcook@nmsu.edu

NICOLET

AREA TECHNICAL COLLEGE

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Janice Kanyusik
Theresa Mayfield Nitzel
John Seefeld

Administrative Assistant:
Kate Herrmann

Phone:
800-544-3039
715-365-4477

P.O. Box 518
Rhinelander, WI 54501
Phone: 715-365-4410
Fax: 715-365-4445

In the Grip: Examining Stress Using the Myers-Briggs Type Indicator

Dr. Tom Eckert

Stress is often the companion of the higher education professional. For a variety of reasons, the higher education professional seldom passes through a work day without experiencing some form of stress reaction. Minor stress producers, it is hoped, are dealt with through the establishment of routines that relax the mind and body and keep negative stress reactions to a minimum. Major stress producers, however, may bring out negative reactions in us that routine maintenance (such as an exercise program) cannot eliminate. These are situations in which we simply become overwhelmed by the pressure. We are, as the writers and trainers of the Myers-Briggs Type Indicator say, "in the grip."

When such overwhelming times occur, we often fall into behavior patterns that are alien to our normal patterns of functioning. We display traits of personality far outside the norm of what has previously defined us. From somewhere deep in the recesses of our souls an alien has emerged. We suddenly act and react as if another person. A part us may stand back and watch in awe and in horror as this new personality takes control--acting and behaving in ways we would never consider under normal circumstances.

The manifestation of such "in the grip" behaviors can be very disconcerting. We are suddenly behaving in manner completely foreign, and that, in itself, can create a great deal of dissonance. Dissonance can then contribute to the overall stress situation, exacerbating the stress reaction. Not only are we reacting to the outside stress producer, we are also reacting to our own alien behavior, compounding the problem. If, however, we were able to learn what our "typical" reaction is going to be under extreme pressure, it could help us cope more favorably with the stress producing situation. Knowing how we may behave when "in the grip" we might be able to short-circuit the stress reaction in favor of a reaction more in line with our normal functioning--avoiding what is often self-destructive behavior.

Those familiar with the Myers-Briggs Type Indicator (MBTI) know that it places people into one of sixteen personality types. The types are described by the use of four letters that indicate processes or how the individual prefers to; focus their attention (**E**xtroversion or **I**ntroversion), take in information (**S**ensing or i**N**tuition), make decisions (**T**hinking or **F**eeling), and orient themselves to the external world (**J**udging or **P**erceiving). Each type also has a favorite process or function (one of the two middle letters) that is the primary "tool" used to deal with the world. Extroverted people use this function or tool primarily in the outer world, and introverts use it in the inner world. The dominant function has been described as the tool we find to be most comfortable to use. As we use it over the years, it becomes more and more well developed, depended on to deal with most of our interactions with the world. However, it cannot take care of them all. Thus, a second or auxiliary function develops (the other middle letter). It is a

function that is used, but it is not the favorite. A third or tertiary function develops as well. This is a tool that is used sparingly over the years, although it seems to emerge during middle life when the dominant and auxiliary grow tiresome. Finally, we have a fourth process. This is the inferior function and can be seen as the "door to the energy of the unconscious." The inferior is the opposite of the dominate function, and it is this function that emerges from the depths when we find ourselves "in the grip."

This presentation will begin with a very brief look at the phenomenon of stress which will include a quick look at not only common stress producers but also the stress created by life changes (adult transition periods, the death of dreams, and other developmental phenomenon that become common for many higher educational professionals reaching mid- or late-career status). This will be followed by a quick review of the four processes of the Myers-Briggs personality types (E-I, S-N, T-F, J-P), and then participants will be exposed to the roles of the dominant, auxiliary, tertiary, and inferior functions. This may be new for some and review for others. The bulk of the presentation will then be dedicated to examining, in some detail, the inferior function and its role and manifestations in certain personality types under stress. Participants will be provided with written materials that will include a brief description of all sixteen personality types, the identified dominant, auxiliary, tertiary, and inferior functions of each type, and a description of that type when "in the grip" of stress. Participants should know their personality type and be reasonably familiar with the Myers-Briggs to get the full benefit of the presentation. The goal of the presentation is to offer an open-discussion atmosphere, offering participants ample opportunity to contribute information and personal experiences.

Contact Person: Dr. Tom Eckert
Nicolet College
P. O. Box 518
Rhinelander, WI 54501
(715) 365-4477

NORTHEAST MISSOURI
STATE UNIVERSITY

RYLE NORTH COLLEGE
(816) 785-5766

RYLE HALL 225
1215 SOUTH MULANIX
KIRKSVILLE, MO 63501

Residential Colleges: Retaining Students, Enhancing Academics, Shaping Lives

Christopher W. Gregory
Mark H. Weidner

Abstract

Residential colleges in their most pure form feature live-in faculty who engage students in serious discussion; advise them both academically and personally; teach classes in the hall; and share meals and informal interaction. However, potential for using residential colleges as an important retention tool involves all members of the university community. The presenters from Northeast Missouri State University (soon to be Truman State University) have had extensive experience in residential colleges, one as a live-in faculty member and the other as an academic advisor with half-time in-hall duties. Both believe fervently that institutions get the most out of residential colleges when faculty, administration, staff and students share significant involvement in the enterprise.

The Northeast model is captured best by the acronym FACP--faculty associates, advising, in-hall classes, and programs both academic and social. Faculty associates are adopted by each floor in each of the four colleges. Many "FAs" teach Freshman Orientation Week, hold in-hall office hours, share meals in the dining room, or lead field trips to cultural and recreational sites. Northeast's advising program features peer advising conducted by resident advisors and staff/faculty members. The student-to-peer advisor ratio is 20-1, thus providing close contact, and live-in faculty advisors and in-hall professional staff provide formal and informal counsel at the students' convenience.

Classes held in the residential colleges literally and figuratively break down the barrier between the classroom and residence hall. The colleges promote liberal learning by featuring interdisciplinary courses, and such core classes as English composition for freshmen are taught on the students' turf, further illustrating our belief in living and learning as one. Finally, residential colleges initiate, develop and sponsor academic and social programming. Initiatives born in

NORTHEAST MISSOURI
STATE UNIVERSITY

RYLE NORTH COLLEGE
(816) 785-5766

RYLE HALL 225
1215 SOUTH MULANIX
KIRKSVILLE, MO 63501

the college which have spread campus wide include portfolio assessment and in-hall advising by students and faculty/staff, and numerous workshops held in the hall include topics such as resume writing and service opportunities in the community. Many nationally recognized speakers have come into the halls to lecture and talk informally with our students. Recent visitors include Arun Gandhi, grandson of the late Mahatma Gandhi, and Sarah Weddington, lawyer in the landmark Roe vs. Wade decision. Mostly, students enjoy programs presented by our peer advisors, whose offerings range from the serious (sexual harrassment) to the silly (bingo night).

Northeast's residential colleges enjoy resources that may not be available to all institutions. For some, live-in faculty would cost too much; a student-to-peer advisor ratio of 20-1 is unattainable; or in-hall facilities for notable speakers are nonexistent. However, even the tightest budget can accomodate space for in-hall advising offices, or a tiny room where faculty may hold office hours. Enlisting the assistance of trained work-study students in the advising process benefits all involved. Above all, the residential college must be perpetually innovative, the place others look to for ideas on how best to retain students, enhance them academically and shape their lives.

Contact: Dr. Christopher W. Gregory
Dept. of Language and Literature
Northeast Missouri State University
Kirksville, Missouri 63501
816-785-5766

Ohio University

Academic Advancement Center
Ohio University
Alden Library
Athens, Ohio 45701-2978

614-593-2644
FAX: 614-593-0338

A TRANSITION TO THE TRANSITION:
A Summer Bridge Program for Minority Students

Presented by Lee Kliesch and Betty Hollow

In 1994, Ohio University, a four year public institution, offered 54 under-prepared minority students the opportunity to gain fall admission by completing a ten week summer program. Fourteen African-American and Hispanic students accepted and enrolled in the ten-week Academic Achievement Program designed to improve their reading, writing and public speaking skills, expose them to the demands of a realistic schedule of relevant classes, acquaint them with the campus and its resources, and provide opportunities for self-appraisal and self-development.

To meet the first two objectives, students enrolled in existing summer session classes rather than in specially designed skill-building classes, and they enrolled for a total of eighteen credit hours. Courses were Sociology 101 (5 credits, ten weeks); Reading and Study Skills (4 credits, ten weeks); English Composition (5 credits, five weeks); and Interpersonal Communication (4 credits, 5 weeks). Supplemental Instruction complemented the sociology class; Inco,Sociology, and English tutors provided assistance during required study sessions. To achieve objectives three and four, students participated in workshops on financial aid, career planning, use of the library, self esteem, and diversity. Cultural and recreational activities were provided on weekends.

The students' transition into this summer program was difficult and slow, especially during the first five weeks. They had little understanding of what was expected of them as university students or as members of a community in the residence halls; classroom behavior was often inappropriate, sometimes overtly hostile, and residence hall rules were resented and abused. They skipped the cultural activities, criticized the staff, complained about study tables and initially resisted much of the support that was offered. In spite of these difficulties, thirteen students completed this transitional program and returned in the fall to begin their transition to the fully populated campus and a less structured environment.

But why was the adjustment to the summer program so slow and difficult? The staff identified several problems and changed the 1995 program to correct them. 1) In 1994 invitations went to the whole pool of rejected students, and anyone who accepted was included. In 1995, the application process was more rigorous and invitations went only to the most qualified. 2) The original group of students was not asked to invest in the program; all expenses and a small stipend were provided. This year's students also received tuition, room, board, books and a stipend, but they had to invest eight hours per week in a campus job. 3) The 1994 program began so soon after high school graduation that students had no time to rest or begin to think of themselves as university students. And the program was just too long. Consequently, the 1995 session began in early July and continued only seven weeks.

4) The staff was also unrealistic in assuming that strict rules for behavior and participation were unnecessary. In 1995 students and their parents signed a Code of Conduct spelling out the terms of their continued participation. In addition, students had regular conferences with staff so that problems could be explored before they exploded. 5) The cultural components of the 1994 program were optional, and students chose not to attend them. This year's students only went home on designated weekends and all events were required. Finally, in 1994, both staff and students were burned out at the end of the program and took too much of a break from each other in the early fall. Students were therefore slow to use the support systems they needed to ease their fall transition. After a more successful 1995 summer, students were better prepared to seek and use staff and resources in the fall.

Ohio University

University College
140 Chubb Hall
Ohio University
Athens, Ohio 45701-2979

614-593-1935
FAX: 614-593-0206

Office of the Dean

FRESHMAN YEAR ENRICHMENT (FYE) AT OHIO UNIVERSITY

Patricia Richard
Ohio University
Athens, OH 45701

Ted Bernard
Ohio University
Athens, OH 45701

Research shows that enrichment programs targeted at entering first year students in large universities can have a positive impact on transition to university life. With this in mind, in 1993 Ohio University initiated a program aimed at building an institutional culture to nurture and sustain students through the crucial freshman year. FYE is part of a larger effort to improve undergraduate education at Ohio University that includes a Center for Teaching Excellence, service learning in the curriculum, paired-course learning communities, and supplemental instruction.

The program began with a small pilot group in 1993-94. Based on that experience, in 1994-95 and 1995-96, we invited all Ohio University freshmen to participate in a summer reading program and follow-up enrichment activities. In 1994, 9.5 percent (303 students) of the incoming class opted for the program and received the book and reading guide during the summer; in 1995, the percentage increased to 12.4 (449 students). Over 100 students participated in one or more enrichment activities during the fall.

A panel of faculty chose books for the program and helped devise a reading guide and programming to enrich and supplement the book. Books, which are free to students, and reading guides were distributed at special FYE sessions during Precollege orientation.

The program has explored environmental themes both years because they can be approached from a variety of disciplines, which enables us to draw on an array of faculty. Moreover, environmental issues are among the most pressing and significant for students who will graduate at the turn of the millennium. In 1994, students read *The Final Forest: The Battle for the Last Great Trees of the Pacific Northwest* by William Dietrich (New York: Penguin, 1992). In 1995, the FYE book was *Grizzly Years: In Search of the American Wilderness* by Doug Peacock (New York: Kensington, 1990).

At the onset of fall quarter, students gathered to participate in a program focused on

the summer reading book. After a presentation to the entire group (a mock TV show in 1994; an interactive drama in 1995), more than 100 students joined 15 faculty to discuss the book in small groups. A pizza party followed. In 1995, we added a new element by inviting 10 students drawn from last year's FYE group to be peer mentors to co-facilitate discussion groups.

Two special elements distinguish FYE and carry it into the freshman year: a visit to campus by the author of the summer reading book and a two credit "freshman forum" course which examines issues raised by the book in greater depth. In fall 1994, William Dietrich, chief science correspondent for the *Seattle Times*, spent several days with FYE students; in 1995, Doug Peacock similarly had an extended visit with time both for lecturing and small group interaction. The credit-bearing FYE class focused on forest issues in 1994 and wilderness in 1995. The class requires further reading, research, journaling, and a term paper. With a mentor-to-student ratio of 1:15, it allows ample class time for small group debate and discussion. In 1995, about 100 students enrolled in the FYE course.

For students, FYE offers a head start on college-level reading. Those who continue in the FYE course land in a safe haven for peer group discussion and critical thinking. They read another book related to the year's theme (in 1994: *Lessons of the Rainforest* edited by Suzanne Head and Robert Heinzman; in 1995: *Refuge: An Unnatural History of Family and Place* by Terry Tempest Williams) and do guided research on a topic of special interest. Learning communities are thus created.

Early assessment of FYE indicates that FYE students are better in every way than their cohorts who did not opt for the program. Our measures include adjusted accumulative grade point averages, freshman composition grades, and both fall-to-winter and winter-to-spring retention rates. Students evaluate FYE positively as well, especially as a way of making new friendships with other students and with faculty.

Freshman Year Enrichment thus seems to be accomplishing its goals of fostering a successful transition to college and helping FYE students, as members of learning communities with a common intellectual experience, sharpen analytical, comprehension, and discussion skills.

FYE has been funded by a three year 1804 Fund grant (from Ohio University's endowment). It has also received support from University College (its administrative home), departments of participating faculty, and the campus-wide Kennedy Lecture Committee, which provides funding for visiting authors.

Further information: Patricia B. Richard, Dean, University College, 140 Chubb Hall, Ohio University, Athens, OH 45701-2979 (614) 593-1935. E-mail: Richard@ouvaxa.cats.ohiou.edu

Oklahoma State University

University Assessment
210 Public Information Building
Stillwater, Oklahoma 74078-0146
405-744-6687, FAX 405-744-8203

Title: Entry-Level Placement Analysis: Using Multiple Variables for Predicting Success and Placement into Courses.

Presenters: Stephen P. Robinson
James B. Eells

Abstract

In the fall of 1993 Oklahoma State University submitted a proposal to the Oklahoma State Regents for Higher Education (OSRHE) requesting authorization to use a locally developed Entry-level Placement Analysis (ELPA). This proposal grew out of a desire to better identify characteristics within students that contributes to success in college. Although ACT scores are useful for making such predictions, it was felt that a locally developed model of prediction using multiple variables would provide a more valid assessment of OSU students. Indeed the model did provide much better predictive ability, accounting for two to three times as much variance as a single ACT score.

The purpose of this placement analysis is to establish student proficiency in subject area(s) identified as deficient due to ACT subject area test scores below 19. This analysis also provides information useful in making placement decisions for incoming freshmen having no subject area deficiencies. The proposal was approved by OSRHE and has been used to identifying subject area proficiencies for incoming students beginning with the fall 1994 entering class.

The procedure includes the use of multiple variables evaluated by a multiple-regression (ordinary least square) procedure. Data from incoming students dating back to the fall of 1990 were used to determine those variables that are significant in predicting success in seventeen

entry-level courses. The courses that were included are English 1113, Math 1513, Biology 1114, Biology 1214, Biology 1304, Chemistry 1215, Chemistry 1314, Chemistry 1515, Geology 1014, Geography 1113, Geography 1114, History 1103, Economics 1113, Physics 1114, Political Science 1013, Psychology 1113, and Sociology 1113. These courses were chosen in that they were entry-level courses with enough new students taking the course to provide a large enough pool of students for multiple-regression analysis. Equations were developed from this research that were used to analyze all incoming traditional aged freshmen. In addition to multiple regression, logistic regression was used. The logistic regression procedure overcomes the difficulties associated with ordinary least squares when the dependent variable is discrete. It also allows the prediction of student success in terms of the probability of obtaining a passing grade instead of a specific course grade. This type of information was felt to be more relevant for placement decisions. These results were then reported to advisors via the "Student Assessment Report" and placement decisions were then made. This presentation will discuss the issues of remediation and placement and the way in which ELPA was used in making these distinctions.

This presentation will be a discussion of the regression techniques used for this analysis as well as the variables that predict success in entry-level courses. Additionally, discussion will take place on the means of disseminating data and generating student reports.

Contact: Stephen Robinson
Address: Office of University Assessment
Oklahoma State University
210 Public Information Building
Stillwater, Oklahoma 74078-0146
Phone: (405) 744-6687
E-mail: stephen@okway.okstate.edu

PimaCountyCommunityCollegeDistrict

101
West Campus

Office of Student Development
2202 West Anklam Road
Tucson, Arizona 85709-0175
Telephone (520) 884-6939/884-6194
Fax (520) 884-6429

"TRANSFER STRATEGIES"

A Course For Today's Transfer Student

Mr. Robert P. Beitz
Ms. Delfina B. Alvarez
Mr. Dan D. Garcia
Mr. Paul W. Harlos

I. Welcome and Introduction

A. The presentation will begin with introduction of Pima Community College and University of Arizona presenters and their involvement with a course based model of expanded advising and services to transfer students. This includes a brief explanation of the presenters' thirty years combined experience in working with transfer students in community college and university settings.

B. Presenters will then give an overview of the presentation which includes: a description of the course, the reasons for its creation, and how it has been conducted inter-institutionally over the past seven semesters.

C. Discuss the value of a course based model of expanded advising and services for: two and four-year institutions, individual transfer students, and special populations.

II. Description of the Course

A. Presenters will outline Human Development Education 105, Transfer Strategies, a two credit course offered by Pima Community College supported by the University of Arizona. The purpose will then be explained as: Involving the student in the process of evaluating his or her readiness to transfer, the use of community college and university resources that will enable successful transitioning, and development of a personal strategy for transferring to the University of Arizona or a university of the student's choice. The following course structure will be discussed: The course is divided into three sections,

1) Evaluation of the status of each student,
2) Familiarization with the University of Arizona,
3) Development of a Transfer Portfolio and implementation of a personal Transfer Strategy. As a result of the course students are guided in the assembly of a Transfer Portfolio and the writing of a personalized Transfer Strategy Statement. These two projects serve as a way to organize documents and information obtained throughout the semester and to also establish a plan of action to be followed when transferring.

B. University of Arizona commitment to the course and the transfer function will be addressed to include: coordination of facilities, scheduling of speakers, ongoing support for students throughout the transfer process, and retention efforts when they are university students.

C. Participants will be provided with a course syllabus and the guidelines of writing the Transfer Strategy and developing the Transfer Portfolio.

III. Rationale and Results

Presenters will then discuss the value and results of providing transfer services through structured group involvement available in a course model that includes: continuity of contact and engagement with transfer issues, direct involvement with university representatives in the university environment, gradual acquisition of appropriate university level skills, information and contacts in the setting to which they are transferring. In addition, the course addresses retention and two year degree completion due to appropriate timing of an individual's transfer.

IV. Invitation for Open Discussion and Feedback

PURDUE UNIVERSITY

SCHOOL OF TECHNOLOGY

Leadership in Transition; A Capstone Course For Tomorrow's Leaders

Presenter: Rodney C. Vandeveer

ABSTRACT

What is leadership? What is successful leadership? Is there a difference between successful and effective leadership? Is there leadership without people or is leadership about people? What factors are involved in leadership? Are there factors of leadership that are shared? Do shared factors mean a more effective leadership experience? What leadership traits do I have? What are my leadership strengths? My weaknesses? Is leadership a natural skill or must I learn it? Which leadership style is best for me? What is my leadership philosophy? Where do I want to go with my leadership?

These are just a sampling of the questions that learners in transition have to revisit again and again in order to really know "their" leadership perspectives.

Learners have had almost four years of studying and training in leadership. They have undoubtedly been assigned leadership roles in different situations during those years of training. They have seen numerous videos and heard countless lectures on leadership. Are they ready to make the transition into the "real world?" Have they been challenged to know themselves as leaders? Do they have a vision for themselves as leaders -- a vision for a successful and effective career in a leadership function?

In a leadership capstone course at Purdue, the learners are challenged to demonstrate their understanding of their own personal leadership style -- a personal leadership philosophy through a personalized leadership model. In this leadership course, the learners explore the many and varied aspects of the leadership phenomenon and are challenged in the development of a personal and visionary leadership model that represents themselves and their philosophy of leadership. The challenge and creation of a personalized leadership model illustrates an awakening the learners undergo as the leadership concepts, research, and experiences are shared, studied and applied in the classroom.

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1420 KNOY HALL OF TECHNOLOGY • WEST LAFAYETTE, IN 47907-1420

The learners must accept full responsibility for their own development as leaders, capitalizing on their existing leadership strengths while focusing on the elimination or reduction of elements of leadership weaknesses. The model takes on a "mature" perspective in its content as the semester progresses. The model becomes a dynamic instrument that evolves and takes on a life that causes the learners to reflect. For example, one student developed his "Pendulum Philosophy of Leadership," listing the variables that will have to be dealt with going from an ideal situation to a crisis situation. There is "Kristy's Visionary Leadership Model" that reflects the roles a leader must prepare for and the "Trowbridge Four Tier Leadership Model" that one learner understands leadership to be a process of influencing others. Another learner views his leadership model as a "Pyramid of Leadership" with his leadership philosophy is based on trust and capped with a vision. Well over 100 models have been developed with the learners being challenged to prepare for their transition into the business world as leaders.

This Modeling of Leadership has some additional benefits that were not predicted. First, it has prepared the learners for their interviews with business and industry recruiters when asked to explain their "leadership style." Many learners have reported back that they were able to provide a detailed explanation of the leadership philosophy much to the surprise of the interviewer. They are comfortable explaining their strengths, the plans to improve upon their weaknesses and a leadership vision. Secondly, the model has been used to insightfully make a strong leadership distinction from the other candidates. On occasion, the learners' leadership models have been included with the follow-up letter to call attention to their capabilities and they has been positively received.

In summary, the leadership modeling assignment has created new challenges and opportunities for the learners. One student writes about the experience saying, "Surprisingly, my leadership model and definition did change as the semester rolled on. At first, I thought it would be difficult to discuss the evolution of my model because I did not think this class would change the way I looked at myself as a leader. In fact, I have always considered myself more as a 'manager' since I am very task-oriented and highly organized; however, this class and the model have made me realize the true importance of being a 'leader.'

This session will build on the above discussion and will be informative and instructive with numerous examples of other learners' models and comments being shared. The experience has been rewarding and is ready to be shared.

Point of Contact:
Rodney C. Vandeveer
Purdue University
1420 Knoy Hall
West Lafayette, Indiana 47907-1420
(317) 494-6804
email: vandever@vm.cc.purdue.edu

PURDUE UNIVERSITY

SCHOOL OF TECHNOLOGY

Title: TRANSITION TWO WAYS - A MENTORING AND LEADERSHIP PROGRAM

Presented By: Daniel Lybrook

ABSTRACT

In the Odyssey by Homer, Mentor was Odysseus' wise and faithful friend, counselor and advisor. We all tend to seek out role models, such as Mentor, to help us achieve our personal and professional goals as we progress through life's transitions. Studies have shown that mentors provide career enhancing functions which help the mentee to establish a role in the organization, learn the ropes, and prepare for later stages of development (Kram, 1985). The mentor offers role modeling, counseling, and friendship. In doing this, the mentor gains the respect and recognition of colleagues and the intrinsic satisfaction of knowing that another person has been aided. This fact - that both parties are benefited in this exchange - makes this a worthy program.

This Student As Mentor (SAM) Program was developed with both mentee and mentor in mind. The program has three formal parts. This program differs from many mentoring programs in that the mentors themselves meet the mentees at an early stage in the college process. We have developed a 45-50 minute experiential leadership presentation that the junior and senior level college students deliver to area high school classes. The second stage of our process is maintaining contact with the high school students and inviting interested students for "A Day on Campus," where the SAMs act as host/hostess for the potential students and attempt to show the college experience in as realistic and nonthreatening a manner as possible. The third and final stage is to be a formal mentor for the incoming freshmen starting with a letter and phone call in the summer before enrollment for their freshman semester. The SAMs benchmarked standing programs and adopted the best points.

This program enhances the life transition from high school senior to college freshman. From the entering student's perspective, SAMs can give them a more realistic preview of what college will be like and what the incoming student can expect. Orientation activities help the student to learn the ropes and get acclimated, facilitating a smooth transition. SAM counseling around curriculum and campus activities allow the new student to get

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1420 KNOY HALL OF TECHNOLOGY • WEST LAFAYETTE, IN 47907-1420

"up to speed" more rapidly. The relationship allows for earlier identification of student obstacles, which makes it easier to respond to these.

The other transitional group addressed by this program design are the SAMs themselves. The mission statement of our department calls for us to educate and develop individuals for leadership positions in private and public sector organizations. Leadership is an active word. John Dewey said, "Education, in order to accomplish its ends for both the individual and society, must be based on experience - which is always the life experience of the individual." This program is designed to be an experiential exercise, an endeavor driven by the involvement of the students. Some leadership behaviors that are developed through participation include verbal and written communication skills, facilitation skills, relationship development skills, training and orientation skills. Self efficacy is also enhanced by the experience of mentoring (Kram, 1985). These are all positives that will help the student make a better transition into the "world of work." Students who have served in this program have reported very positive reactions regarding their participation in a mentoring program from recruiters and interviewers.

The SAMs are recruited and trained as juniors by existing senior mentors. They then continue the program as seniors, selecting others to orient and train. Through this activity of renewal, the students will experience the positives and associated negatives of being a change agent. (Note- The program is too new for students who have been mentored to participate as mentors at this time. Some have expressed an interest and I anticipate a high level of participation in the program from these students in the future.)

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Presenter: Daniel Lybrook
Assistant Professor
Organizational Leadership and Supervision
Purdue University
1420 Knoy Hall of Technology
West Lafayette, IN 47907-1420
Telephone Office: (317) 494-7676
Fax: (317) 496-2519
Email: lybrookd@vm.cc.purdue.edu

SDSU

Career Services
Division of Student Affairs
San Diego State University
5500 Campanile Drive
San Diego CA 92182-8255

(619) 594-6851 FAX (619) 594-2650

Campus Climate: A comparative study of student perceptions by ethnicity and gender

Cynthia F. Jones

One of the factors influencing student success is campus climate. The perception (and reality) of campus climate affects student academic persistence, student development and, of course, graduation rates. Campus climate is an umbrella covering a variety of issues. Some of those issues might include, to name a few; racial climate, climate towards gender and sexual orientation issues, climate for students with disabilities and the climate of communication among all factions of the campus -- faculty, administrators and students.

A study (n=34) examining student perceptions of selected campus climate issues was conducted in the Spring 1995 semester. The site was a large state university. A stratified random sample of students completed an instrument soliciting their opinions and perceptions regarding: comfort level of being a student at this university, perceptions of discrimination or harassment, treatment relative to gender, attitudes toward non-native English speakers, and treatment of diversity issues in the classroom. While there were no significant differences in a comparison by gender; significant differences were found regarding several campuses climate issues in a comparison by ethnicity. This presentation will present the results of this research and discuss the implications. The meaning of campus climate will be explored.

The role of campus climate as one of the variables influencing student outcomes and success speaks to the importance of this information.

Contact: Cynthia F. Jones
Phone: 619/594-4378
Fax: 619/594-2650
Email: cynthia.jones@sdsu.edu

St. Louis Community College
Florissant Valley

3400 Pershall Road
St. Louis, MO 63135-1499

STUDENT ORIENTATION

Aiming for student success at Florissant Valley and beyond.

Title of Presentation: **Listen! It Works!**

Presenter/contact person: Diane Savoca, Orientation Coordinator
St. Louis Community College at Florissant Valley
3400 Pershall Road
St.Louis, Mo. 63135-1499

Abstract:

Listening to students through focus groups can have a positive impact on transition programs. Using data created through focus group research St.Louis Community College at Florissant Valley has created strategies which:

* reduced withdrawal rate in the College Success Seminar by 50%,
* resulted in students experiencing a smooth transition into college via an admissions packet/audio tape and classroom orientation video.

A focus group is a panel of persons, representative of the client/customer served or desired to be reached, who are asked to give their opinions on past and proposed programs. Although somewhat new to education, focus groups have been used in business for decades. They are a valuable tool used in public relations and marketing to determine a client/customers needs, preferences and reactions to products and services. Focus groups are an informal research method which can result in both qualitative and quantitative data.

Among other uses, St.Louis Community College at Florissant Valley has used focus group interviewing to:

* Identify concerns of incoming students,
* Test appeal, readability and value of orientation information pieces,
* Clarify why students withdraw from class,
* Develop survey questionnaires,
* Evaluate effectiveness of events.

Effective focus group interviewing is skill that takes training and practice. Most college and university campuses have persons who have these skills in the advertising, marketing, public relations or speech communications departments.

The purpose of this session is to heighten awareness of the value of focus group interviewing when creating and evaluating transition programs. Participants will leave this session able to identify uses for focus group interviewing on their campuses and able to follow a process to establish focus groups.

St. Louis Community College is an equal opportunity/affirmative action institution. Special accommodations are available to persons with disabilities.

Dean of the College of Arts and Sciences

Shippensburg University

Clustered Learning for Special Populations of First Year Students

Presenters
Dr. Denis G. Wright, Associate Dean - College of Arts and Sciences
Dr. Elnetta G. Jones, Dean of Special Academic Programs and
Division of Undeclared Majors

Clustered learning has been shown over the past decade to have a positive effect on the retention of various groups of students. Winthrop University has used clustering for both its above-average students and Undeclared majors, while Clarion University and Shippensburg University have had success with using clustering for Honors students. For the past two years Shippensburg University has employed clustering as a tool to increase the retention of "at-risk" students. This presentation will focus on the do's and don't of constructing and refining a clustering program for a special population of students.

The concept of the clustering of three courses was initiated in the Honor's Program at Shippensburg University at the suggestion of the Honors Task Force in the Fall of 1992. The concept essentially involves grouping students in a cluster of three courses that have some related "theme". Clustered courses are made up of only students who are in the three-course cluster. Faculty within the cluster meet regularly before and during the semester to coordinate themes and discuss courses. Some clustered faculty even choose to visit other courses within their cluster. Faculty coordination, although voluntary and unremunerated, is encouraged by the Honors Director in various ways (including scheduled faculty dining room discussions, Honor's lounge coffee, etc.). Students retention in Honors has not been statistically significantly different over the last three years; however the student feedback has been very positive.

Clustering and its potential impact on "at-risk" student retention was a topic of discussion among the Retention Task Force during the 1992-93 academic year. It was decided that a pilot program would be initiated in the Fall of 1993 for students deemed to be the most "at-risk" with respect to their probability of graduating from the University. Some of the first year minority students were determined by retention rates to be at-risk and were placed in the program. Certain first year undeclared majors, who were determined to be below average in their academic preparation, were also placed in the clustered program. The 1993-94 pilot program (aka CLP)

clustered approximately 50 students; however the courses were not "pure" in that they were made up of both clustered and nonclustered students. The academic success of the clustered students was not statistically significantly different from a matched sample of nonclustered students; however the difference was observed at 0.2 on the GPA scale. Student and faculty satisfaction with CLP was mixed and an all-day retreat at the end of the year yielded many good concrete suggestions for change.

The CLP used during the 1994-95 academic year for at-risk students was quite different from the pilot program. A total of 160 minority and undeclared major students were placed in a "pure" three course cluster. Faculty began in May to plan for the Fall semester and were very proactive in coordinating subject matter. Supplemental instruction (tutoring) was added to the program in the one course that was consistent in all CLP clusters (World History - a first year student requirement). A measurable difference was seen in the average GPA for students in the CLP program (2.41 compared to 2.33) versus a matched sample control group. A statistically significant difference was found in the CLP students' performance in World History versus the control group (2.54 compared to 2.12) suggesting the importance of the addition of supplemental instruction.

In summary, the clustering of courses for first year students will continue to evolve at Shippensburg University. The Honors Program is discussing possible changes in the structure of their program. The CLP will continue in the 1995-96 year much the same way as it did during the previous year; although a proposal has been drafted at shared with the President's Cabinet for future expansion of the program to 320 students and includes supplemental instruction for all courses. As was the case with other institutions (Winthrop and Clarion University for example), Shippensburg University has been able to positively impact the retention of special populations of students through the use of clustered courses.

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PUTTING TEACHING ON THE AGENDA - The Quest For Teaching Effectiveness

Mr Jim Rumsey

In the British higher education system the place of research has been long established. Promotion and reward are seen as natural outcomes of successful research. For the successful teacher the way is not so clear. Part of the dilemma is in knowing what successful teaching is. However it is now being recognised that good teaching is as important as good research.

Mechanisms are currently beginning to be put in place to deal with this situation. Ironically many of these measures are being guided by previous research! However, running parallel with the written research is the notion of action research in teaching techniques.

Staff are being encouraged to review their teaching approaches and set them in the market place to be judged by both peers and students. Feedback mechanisms abound but the basic question still remain: What constitutes effective teaching?

Part of the concern to answer such a question is the resolution of different techniques that may be required to address the needs of students in transition. Can we, for instance, assume that first year students because of the 'level' of their course are to be taught en masse? How does this approach conflict with the notion that first year students may need more individual attention to set them on their way? It can also be argued that third year students should be more autonomous and responsible for their own learning. This may beg individual attention from the teacher.

East Park Terrace, Southampton SO14 0YN. Telephone: (01703) 319000 Fax: (01703) 222259

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Both teaching approaches require certain techniques. It is on both the acquisition and implementation of these techniques that teachers need to reflect.

In my presentation, I will elaborate on the suppositions above. As part of the explanation I intend to use research findings, examples of action research currently and recently undertaken at my own institute and in the UK generally. I would then like to illustrate how we, at Southampton Institute, are addressing the issue of making teachers more effective, including our criteria for satisfactory teaching which are currently being developed. This last point will form the basis for group discussion.

Summary:

Introduction and Rationale	5 mins
Background Research	5 mins
Current Action	5 mins
Criteria for Satisfactory Teaching	5 mins
Group Discussion	25 mins
Summary/Action Plan	10 mins

Jim Rumsey
Head of Education Development Service
Southampton Institute
East Park Terrace
Southampton
Hampshire SO14 0YN England

Direct Telephone Number - 01703 319465

East Park Terrace, Southampton SO14 0YN. Telephone: (01703) 319000 Fax: (01703) 222259

Department of
Curriculum & Instruction

SWT

Embracing Change: Creative Teaching Strategies for Students in Transition

Presenters: Monica Michell
Peggy Wolaver

The effective teaching of students in transition, be they Freshman, Transfers, or Seniors, must take into account and address the primary needs of individuals dealing with a high level of change. These needs include:

- the need for acceptance
- the need to communicate and be heard
- the need to critically evaluate current issues
- the need to express oneself creatively and, most importantly,
- the need to have a supportive environment in which to take risks so that the next level of personal growth can be negotiated.

In other words, if pressing needs are being effectively met, the student is then able to confidently and effectively negotiate the passage or transition.

In this session, the presenters will create a variety of environments which involve change and risk and show how these environments will meet student needs. They will then actively involve conference participants in innovative teaching strategies designed to facilitate collaborative interaction among students in transition. As this collaborative process unfolds, the participants will learn how students are able to meet their needs through interactions with other students.

The specific activities used in the environments presented in this session are intended to promote the successful involvement of all students. To do this, they will focus on reducing

inhibition, minimizing anxiety and increasing risk-taking. They will also encourage critical thinking, promote trust and generally ensure a tolerant setting for embracing new ideas.

Finally, the presenters will show how the participants can create their own environments and strategies to meet the specific change and transition needs of their students.

Contact Person: Peggy Wolaver
Department of Curriculum and Instruction
Southwest Texas State University
San Marcos, Texas 78666
512-245-7789 or 3081

Department of History

SWT

Negotiating the Administrative Maze: History, Development, and Adaptation of the Residential College

Dr. Rebecca Bell-Metereau
Dr. Gene Bourgeois

The proposed session will be on using service learning and collaborative learning in a residential college setting. The emphasis on this session will be historical, pedagogical, and comparative, looking at the development of several residential college systems in Britain and the United States, particularly Cambridge and the University of Miami at Ohio. The program for a residential college at Southwest Texas attempts to adapt the best features from these two relatively elite models to a very different multicultural group. The session will describe those innovations intended to ease the transfer for students who may encounter academic, cultural, and economic challenges at the university. The two presenters are Dr. Rebecca Bell-Metereau, Professor of English and Special Assistant to the President of Southwest Texas, and Dr. Gene Bourgeois, Associate Professor of History and Coordinator of the Residential College and head of the Southwest Texas at Canterbury Program. Dr. Bell-Metereau, will discuss the variety of teacher workshops designed to encourage collaborative and service curricula in Freshman classes, as well as effective use of technology. Dr. Bourgeois will describe his experiences as a student at Cambridge and the administrative challenges he faced during his development of an overseas program, Southwest Texas at Canterbury and the Residential College Program at Southwest Texas. Both presenters will discuss strategies for transplanting the successes of the residential college to the rest of the university. The key to guiding both of these programs through the administrative maze has been a willingness to start small and then to build on the success of initial pilot work.

Contact person: Dr. Rebecca Bell-Metereau, Flowers Hall English Department, Southwest Texas State University, San Marcos TX 78666
512-245-3725 email - rb12@swt.edu fax 512-245-8546

Department of Music

SWT

Owners of the Academy: Revitalizing Through the Freshman Experience
James Bert Neely, presenter

Abstract

Owners of the Academy: Revitalizing Through the Freshman Experience

The faculty in higher education need to reclaim their position. We have focused on our classes but not on our clients. In a time of higher student costs, lower academic budgets, ever larger classes and low retention of freshmen, methods of instruction must be scrutinized. The academic community has been replaced by an anonymous mega–institution. The concept of groups of students and faculty working together has been lost.

With retention problems, budget cuts, higher student costs, increasing anonymity and burn–out, our academy is in trouble. What can be done?

A Freshman Honors Program, weaving together cohorts of faculty and students will regenerate both constituencies. With controlled admission to core Liberal Arts courses, coordination of material/assignments by a cadre of faculty from different disciplines, and intrusive curricular advising, this program has the potential to personalize a large university community. By creating community, higher education becomes once again an intimate, caring locus of faculty and scholars, combining the energies of many disciplines into a comprehensive, abundant and resonant whole.

As a faculty member meeting freshman students for the past 25 years, on different campuses, with differing educational missions, both private and public, I am hearing a new chord from the graduating classes of the late 90's: students are seeking a purposeful education. While there are always a small group who are interested only in technical/vocational training, the majority are in college to achieve an ill–defined betterment. They know there are rewards for higher education, that they will be recipients of these rewards if they persevere. On my campus, almost forty percent of the freshman class do not return. Why are they lost, knowing and believing education is important? A few may be unsuited for the task, some may be too immature but these are not the majority. I am concerned about the many, the quiet, shy students, minority or mainstream, who look to the faculty to make sense of this great experiment in democratic meritocracy but who find only evasion and confusion. To allow them to waft away impoverishes them and us. Their tacit cry has gone unnoticed.

Southwest Texas State University

601 University Drive San Marcos, Texas 78666-4616
Telephone: 512-245-2651
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The solution is not legislative nor administrative. It is the faculty who are responsible for this socio–educational experiment, and they must make it work for students, especially our 25% minority enrollment, many of whom are first generation collegians. Business as usual is no business at all. Our parents attended academies where most of the students knew the president of the school by sight and name, where the faculty knew their students personally. With retrenchment and declining budgets, classes have ballooned into lighted showcases, faculty as performers, on–stage and beyond reach. We know Cost–Effective Education is oxymoronic, for what is the cost of no education to our state, nation and a burgeoning global economy? Students look to the faculty for solutions.

Selecting cohorts of 150 students, placing these students into core curriculum classes with select, dynamic teachers, facilitating faculty teaming to coordinate topics and assignments, and creating an advising team that will virtually guarantee graduation in four years, addresses concerns of parents, students and faculty while building a camaraderie that has long been absent in the academy.

Having serious, thoughtful planning sessions with history, science, music, English and Freshman Seminar colleagues, teachers complement each other. Faculty are replenished by problem solving, by interaction across disciplines, by teaming with other hearty souls to better their very purpose, teaching.

Costs of a higher education are spiraling upward. With no rational hope for funded relief, the situation is becoming desperate for students and parents. What can we do to help and reassure our clients? They deserve an answer. An intrusive plan of curricular advising can insure graduation in four years, reducing out–of–pocket costs by 20% and, by allowing integration into the work force one year earlier, provide $25,000 in real income for the student.

Faculty enrichment and enhancement, student support groups, linking classes in content and approach, ensuring full matriculation and timely graduation are reasonable goals. The impact would be enormous. Essentially it boils down to the faculty: no one knows our students as well as we. The faculty are the professionals to design, to implement, to enhance, to value and to perpetuate this concept.

Why burden an already frustrated faculty? Why will they endure it? Because it will empower them, it guarantees betterment of the product of their labors, and it addresses their own *raison d'être*, successful graduation of an educated person.

Department of Psychology

SWT

The Pit and the Pendulum: Identity Development and Freshman Seminar

Timothy L. Hulsey, Ph.D.

The focus of this presentation will be on understanding identity development in college freshman and exploring its implications for teaching Freshman Seminar. We will examine the effects of discussing identity with those still struggling to establish one. We will also examine teaching methods designed to assist students in solidifying their sense of self.

Traditional freshman arrive at college deeply embroiled in the struggle to develop an integrated identity. This struggle has real implications for teaching freshman in general, but perhaps even greater relevance for teaching Freshman Seminar. The nature of Freshman Seminar, with its emphasis on exploring the self and the relationship between personal identity and education, sets a special stage for freshman. We ask students to discuss identity while in the midst of a struggle to define one. The result is often an inability to be objective or, more often, *identification with the struggle*, rather than the content of the discussion.

Psychological theories of identity development can lend some insight into the nature of this struggle and its implications for teaching. We will discuss Erik Erikson's theory of

Southwest Texas State University

601 University Drive San Marcos, Texas 78666-4616

512-245-2526

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psychosocial development, John Marcia's four statuses of identity, and adolescent egocentrism, focusing particularly on using this information to improve the Freshman Seminar experience. The nature of identity development suggests that indirect discussion of issues related to stable identity formation, rather than direct discussion of identity itself, may be most helpful.

Department of Philosophy

SWT

October 2, 1995

TO SET SOULS FREE: RESURRECTING VALUES AT THE CORE OF THE CURRICULUM

Jeffrey Gordon

Although in recent years American colleges and universities have been welcoming advocacy in the classroom when it comes to advancing the multicultural agenda, we faculty and administrators remain as reluctant as we have been since midcentury to allow advocacy of a *moral stand* to compromise our prized objectivity. This reluctance has an interesting and complex history. The policy of inclusiveness on the part of universities with a religious affiliation, the loathsome lessons of totalitarianism, the increasing heterogeneity of our student populations since the end of the Second World War, the precipitate demise of *in loco parentis*, the unfriendliness of the courts to recent efforts by colleges and universities to control the conduct of their students, the separation of education from student life in the bureaucratic organization of the academy, and, most broadly, the triumph of moral individualism (if not downright subjectivism) in American culture as a whole are all important factors in this history. The upshot has been the unwritten credo that our eighteen year-olds, like everybody else, are altogether on their own when it comes to fashioning their moral lives. Barely out of first adolescence, they are told clearly by our silence that their morality is not our business.

Given this context we should not be surprised that while student handbooks huff and puff more vigorously than ever their litanies of proscribed behavior, our students' actual behavior is today indistinguishable from the conduct of their noncollegiate peers. Academic dishonesty, sexual aggressiveness, racist intolerance, even violence occur with sufficient frequency to have changed decisively the atmosphere of most American colleges. More insidiously, a disturbing number of our students profess and demonstrate either a moral rootlessness or a moral cocksureness that are equally threatening to an open society.

The solution is surely not the introduction into the college curriculum of a moral totalitarianism. For the university to declare the moral bankrupty of parents and church and to appropriate to itself their traditional roles would avail nothing. But for the university and its faculty to maintain their discreet and uncomfortable silence about

Southwest Texas State University

601 University Drive San Marcos, Texas 78666-4616
Telephone: 512-245-2285 Fax: 512-245-8335
SWT is a member of the Texas State University System.

matters moral is just as clearly not the way. Are these the only alternatives? I don't think so. I think it is possible for us college educators to show our moral hands while respecting our students' vulnerability and their freedom. For us to do so does not usurp the roles of family and church; we reinforce them. If the church is the only institution in the society seriously concerned about the moral life, we educators contribute by our silence to its irrelevance.

The fact of the matter is that certain values inescapably undergird our efforts as teachers, and when we become thoughtful about them, there is a great deal more consensus about them than our justly prized pluralism might suggest. Not the least of these is that seeing and knowing are always accomplished from a vantage point, and that the more varied the eyes we can use to observe a phenomenon, the more complete, and hence the more valuable, our perception of its reality. Another of them is that we meet in a community, and that this is itself a valuable thing, for it provides the primary context for the creation of our moral lives: it is in relation that we become who we are. A third is that each of us, though in many regards a "passive portion of the universe," is also an active center of creativity, a locus of original experience, a unique experiment in human-making, and hence of irreducible value. The great soul, we agree with Walt Whitman, "absorbs the identity of others, and the experience of others, and they are definite in him or from him, but he presses them through the powerful press of himself." And a fourth is that the seeking we are enjoining our students to undertake is worth doing: that the advent of human culture is significant, that the quest to know ennobles.

I will propose that these and other values are the unavoidable underpinnings of our enterprise, that they have clear implications for the running of our classrooms and our universities, and that it serves our students well for us to make these values explicit in speech and act. Education that is not mere training is the freeing of a soul. Our students need to know this. And they need to see live instances of moral questing in the persons of their professors.

For further information, please contact

Prof. Jeffrey Gordon
Director of Freshman Seminar
Department of Philosophy
Southwest Texas State University
San Marcos, Texas 78666
Telephone 512-245-2285
Fax 512-245-8335

College of Nursing

THE IMPACT OF CONGRUENT-DISSONANT RELATIONSHIPS BETWEEN THE NON-TRADITIONAL NURSING STUDENT AND THE ENVIRONMENT OF AN INSTITUTION OF HIGHER EDUCATION ON THE NON-TRADITIONAL NURSING STUDENT'S SENSE OF MATTERING

Marilyn Klainberg, Ed.D.,R.N.

ABSTRACT

Nursing education faces a challenge with respect to dramatically changing student populations. Reflective of all higher education, there is an increase of non-traditional students whose expectations, experiences and needs are different then previous traditional student populations.

This research addressed the influence of the environment on non-traditional nursing students. This is referred to in the literature as Environmental Press. Previous studies regarding the impact of the environment upon traditional students, indicated that the degree of congruence between students and the environment of an institution, is related to satisfaction and success for the students.

One way to determine environmental impact is to ascertain congruence between goals of students and faculty/administrators. Are the goals of non-traditional students and the institution congruent and how does this impact upon student's sense of mattering?

The population consists of students faculty and administrators at an urban public college of nursing. Student population data was limited to non-traditional students. Non-traditional students are identified in the literature as persons over the age of 23, Black, Asian, Hispanic and Women. Men were included in this study as in nursing they are considered minority, as well as a growing population. There were 115 students in the study, 64 junior students in the program 6 months and 52 senior students in the program 18 months. There were 20 faculty and administrators included in this study.

The Institutional Goals Inventory (developed by Educational Testing Service, Princeton N.J.) was used to determine congruence between the goals of the institution and the student. The Mattering Scales (developed by Drs. Schlossberg,Golec and LaSalle) was used to determine how students perceive they matter. An ANOVA F test and the Pearson r were used for data evaluation. There was a significant correlation using Pearson r between the IGI and the Mattering Scales, particularly in the Faculty

State University of New York Health Science Center at Brooklyn
450 Clarkson Avenue, Box 22, Brooklyn, NY 11203-2098 • Phone (718) 270-7600 • Fax (718) 270-7636

subscale area of the Mattering Scales; there was significant congruence of goals between faculty/administrators and students throughout the Institutional Goals Inventory. The areas of Race and Gender did not indicate significant dissonance between groups.

Marilyn Klainberg, work address-450 Clarkson Avenue,Box 22, Brooklyn, New York 11203, work phone-718-270-7648; home address-14 Short Drive, Manhasset, New York 11030,home phone-516-365-8332

STONY BROOK

Office of the Vice President for Student Affairs

TITLE: FYRE ON CAMPUS: A RESIDENTIAL SPARK TO CAMPUS-WIDE FIRST YEAR TRANSITION

PRESENTERS: Frederick R. Preston, Norman Goodman, Jerrold Stein

Residence hall staff can play a strategic interactive role in helping new students make a successful transition to the college campus. However, often the efforts of the resident staff consists of independent programs which are not integral to the campus's overall effort to address the diverse needs of incoming students.

The presentation will review efforts at a large public university which utilized a residential transition program, "FYRE" (First Year Residential Experience) as a strategic guidepost for the development of a campus-wide first-year experience proposal. Participants will also gain insight into a newly developed First Year Residential Experience Model featuring seven specific development areas for student growth and learning strategies to facilitate these growth areas.

Frederick Preston
SUNY at Stony Brook
Student Affairs
Admin. Bldg. #348
516-632-6700

State University of New York at Stony Brook
Stony Brook, New York 11794-0501
516-632-6700 Fax: 516-632-9332

SFA
STEPHEN F. AUSTIN STATE UNIVERSITY

Department of Sociology
Gerontology Program/Anthropology
P. O. Box 13047, SFA Station • Nacogdoches, Texas 75962-3047
(409) 468-4405 - Office • (409) 468-2190 - FAX

Title: Creating Freshman Interest Groups at a Large, Comprehensive University

Presenter: Robert F. Szafran

Abstract: Freshman Interest Groups (FIGs) at Stephen F. Austin State University represent a significant change in the university's approach to general education and yet have proven comparatively simple to introduce. FIGs link groups of general education courses around a common theme. For example, the Creativity and Censorship FIG linked together art history, sociology, and English composition courses. This fall six different FIGs were available. All FIGs filled to capacity. Students participating in a FIG form a learning community in which they begin to develop a multi-disciplinary perspective toward issues, become more comfortable with their instructors and fellow students, and take a more active role in the learning process.

The presentation will describe how FIGs have been implemented including practical issues of gaining administrative support, faculty cooperation, and student participation. Data on both student and faculty reactions as well as on retention and grade point average effects will be presented.

Contact: Robert F. Szafran
Sociology Department
Stephen F. Austin State University
Nacogdoches, TX 75962
(409)468-2009

SUSSEX COUNTY COMMUNITY COLLEGE

STRENGTH THROUGH EDUCATION

Program Title: "Get 'Em When They're Hot; Get 'Em When They're Not!"

Presenters: Janet Cutshall, Assistant Professor; Division Coordinator of Developmental Studies/Freshman Seminar Programs.

Heidi Gregg, Student Activities Coordinator; Freshman Seminar Instructor.

Students come to college with varied levels of motivation: some "Hot", some "Not!" At Sussex County Community College, these differences are recognized and addressed in Freshman Seminar, a sixteen-week extended orientation course required of all degree-seeking students.

The course is designed to capture students' attention, bridge their academic and social needs, and provide affective connections to the College, thus ensuring retention and success.

Interactive and collaborative exercises are used to provide meaningful learning experiences for the highly motivated students as well as for the fragile and reluctant students. The following are typical exercises and group experiences included in the course structure:

Course Wheel
Campus Scavenger Hunt
Lost on the Moon
Myers-Briggs Interest Inventory
Professor Interview
Scholarship Exercise
Library Group Think
Journal Journey to the Final
Group Teaching
Self-Directed Search
Test-taking Techniques
College-wide Novel Exploration
Lifeline Paper

These exercises and materials can readily supplement the standard themes of any college success *text thereby making the course and college exciting and applicable for the students no matter what their level of motivation.

College Hill, Newton, New Jersey 07860 (201) 579-5400

Contact person: Janet Cutshall, Assistant Professor
Division Coordinator Developmental Studies
and Freshman Seminar Programs
Sussex County Community College
One College Hill
Newton, New Jersey 07860
Office: (201) 300-2167
Fax: (201) 579-1620

*Our course has been taught successfully using David Ellis' "Becoming a Master Student" text or John Gardiner's, "Your College Experience."

Pathways to Success: A Tech Prep Model at Tarrant County Junior College

Linda Hines, Ph.D.
Faye Murphy, Ph.D.
Susan Bonesteel, M.Ed.

The Tarrant County Tech Prep Project, developed over the past three years and implemented this year, is a working model which aids students in the transition from high school to college to a career. This project is sponsored by the North Central Texas Tech Prep Consortium; Dallas County Community College District serves as the fiscal agent; and the Tarrant County Junior College Office of Program Development serves as project leader. The goal of the project is to develop and implement Tech Prep programs according to the Carl D. Perkins Vocational and Applied Technology Act of 1990 and the Texas State Plan for Vocational Education. The project coordinator provides leadership and acts as liaison between Tarrant County Junior College and sixteen public school systems, various area universities and government agencies, and business and industry in the establishment and implementation of Tech Prep programs.

Over the past ten years, countless education reforms have swept the country. Nearly all reforms focus on responsible citizenship, tougher academics, and a link to the world of work. Unique today, for the first time in United States history, education reform is focusing on the majority of students who do not choose to go on for baccalaureate education immediately after high school. While research tells us that three out of four students in this country's education system are unlikely ever to earn a four-year college degree, Tech Prep offers promise for these and all students by encouraging young people to aspire to further education and rewarding work. Tech Prep curricula provide pathways to success.

4801 MARINE CREEK PARKWAY ■ FORT WORTH, TEXAS 76179 ■ (817) 232-2900

A Tech Prep curriculum runs parallel to the college prep program in high schools. Students may (1) articulate into an associate degree program at a two-year college, (2) seek a baccalaureate degree from a four-year college, or (3) enter the work force well prepared for an entry-level position in a chosen field while retaining the option to reenter career training later. Nationally, hundreds of Tech Prep initiatives are being reported by postsecondary institutions, and thousands by school districts. Most initiatives are in the earliest stages of implementation. The TCJC model is well developed and functioning; this fall Tech Prep students entered the College after completing the first four years of their career pathway in a high school program. The transition was smooth and profitable for these students; they will receive college credit for courses completed during the high school portion of their career pathway.

Numerous steps were taken and various resources were used in developing the Tarrant County Tech Prep Model . School district administrators representing all independent school districts in the county assisted in overall planning of the project to systematically develop and implement Tech Prep programs. InterLink, the area's quality workforce planning region, provided labor market analysis to identify the "Top 40" regional demand occupations. An Industry Mentor project with the Mid-Cities/Fort Worth Chapter of the American Society for Training and Development was developed to assist educators in becoming more aware of employer needs. Much work was done in articulation between school districts and area colleges. Major efforts were expended on curriculum to develop a competency-based six-year program of study that begins in the high school and results in an Associate of Applied Science degree and/or an Advanced Skills Mastery Certificate from a community or technical college.

This presentation will not only describe the framework under which the project was developed but also will share specifics about the project, the model, developmental strategies, inservice programs, curriculum materials, project evaluation, forms used to facilitate student transition, and linkages built with business and industry. Individuals participating in Tech Prep initiatives within their institutions and school districts will benefit from this information.

Contact Person: Dr. Linda Hines, Associate Dean of Instruction and Student Services, Tarrant County Junior College, Northwest Campus, 4801 Marine Creek Parkway, Fort Worth, Texas, 76179 Phone: 817-232-7741

TEXAS A&M UNIVERSITY
Center for Academic Enhancement
529 Blocker Building
College Station, Texas 77843-4230
(409) 845-2724
FAX (409) 845-6419

Academic Assistance: An Institutional Approach to Classroom Success and Retention

Dr. Karon A. Sturdivant

The Supplemental Instruction (SI) Program

Supplemental Instruction (SI) is a student academic assistance program designed to improve student performance and increase retention. The SI program targets traditionally difficult core curriculum courses and provides regularly scheduled out-of-class, peer facilitated, group study sessions. SI sessions are open to all students in the course section and attendance is voluntary. Presently, the Center for Academic Enhancement at Texas A&M University offers Supplemental Instruction in 51 science, math, and liberal arts courses. Participating colleges and departments are encouraged to help in the selection of course sections and student leaders.

SI Leaders

The 51 SI leaders facilitating SI sessions are the key people in the program. They are undergraduate students who have demonstrated competence in the targeted course and serve as "model students". All SI leaders take part in an intensive two-day training session conducted by the Center for Academic Enhancement before the beginning of each academic term. This training covers such topics as how students learn as well as instructional strategies aimed at strengthening student academic performance. The students are also trained to serve as group facilitators. SI leaders attend all class sessions, take notes, read all assigned material, and conduct three or more 50 minute sessions each week. National evaluation data show that the average course grade of SI participants is between one-half and one full letter grade higher than the average course grades of students not participating in SI.

Implementing the Program

In 1992, Supplemental Instruction was piloted at Texas A&M University as a retention effort for approximately 40 underrepresented students who, because of their socioeconomic background, low SAT or ACT scores, or attendance at a high school with a poor academic ranking might be at-risk in the University setting. These students were clustered in selected sections of five core curriculum

courses, and SI was implemented in each of these sections. All students who enrolled in the targeted sections were encouraged to attend SI sessions. The popularity of the program coupled with the measured success of students attending SI sessions resulted in the Center for Academic Enhancement and participating departments deciding to reassess the program. What was initially envisioned as a support program for a small number of selected students had the potential to provide support for almost a thousand students enrolled in the targeted sections.

Program Expansion and Funding

Based on the success of the initial program which was funded solely by the Texas A&M Association of Former Students, the Center for Academic Enhancement has received funding from additional sources to expand SI offerings. Funding from The Howard Hughes Medical Institute (HHMI) Undergraduate Research Intern Program supports Supplemental Instruction in eight Biology, Biochemistry, Chemistry, Math and and Physics classes as part of a program is designed to excite minority students about biological research and to provide them with the tools necessary to be successful in post-baccalaureate studies.

Fifty entering minority or underrepresented freshmen selected for the HHMI project are clustered in the targeted course sections; SI sessions are available to all students enrolled in the targeted course sections. The funding from HHMI combined with funding from other current sources thus potentially provides academic support for approximately 9000 undergraduates per semester.

As the Supplemental Instruction Program grows both in size and popularity among undergraduate students, the Center for Academic Enhancement is requesting that academic colleges and departments to provide funding and recommendations for course selections and SI leaders. The College of Science and the Chemistry Department together provide funding for every section of freshman Chemistry and the College of Engineering supports SI in thirteen sections of science and math. The Center provides supervisory and administrative support for the program, and provides evaluation data for each section.

Conclusion

The SI program at Texas A&M University demonstrates a university-wide approach to providing academic assistance to a targeted, highly recruited population. SI has proven to be a successful retention program for the students targeted initially and has expanded, thus gaining university-wide support for thousands of students as well.

Contact Person: Catherine Toler, Center for Academic Enhancement, 241 Blocker, Texas A&M University, College Station, Texas 77843-4230. 409/845-2724.

Texas Common Course Numbering System

ard Members 1995

. John C. Ray, Chair
Three year term 93-95
:e President
Brazosport College
500 College Dr.
Lake Jackson, TX 77566
(409) 266-3202

s. Norma J. Anderson
Three year term 94-96
gistrar
Our Lady of the Lake University
411 S.W. 24th St.
San Antonio, TX 78207
(210) 434-6711

. Keith A. Baird
Three year term 95-97
sistant to the Director
Office of Admissions
University of Texas at Austin
Main F
Austin, TX 78712
(512) 475-7341

. Linda D. Timmerman
Three year term 95-97
an of Academic Affairs
Navarro College
3200 W. 7th Avenue
Corsicana, TX 75110
(903) 874-6501

. Wanda W. Simpson
Three year term 93-95
gistrar
San Jacinto College
North Campus
5800 Uvalde Rd.
Houston, TX 77049
(713) 458-4050

. Molly R. Woods
Three year term 95-97
:e President for
ademic Affairs
d Provost
University of Houston,
Downtown
One Main
Houston, TX 77002
(713) 221-8003

xas Higher Education
rdinating Board Resource
ntributors

. Gloria Ann Lopez
gram Director, Community
J Technical Colleges
P.O. Box 12788
Austin, TX 78711
(512) 483-6250

. Paul R. Meyer
gram Director, Universities
(512) 483-6226

USE OF INTERNET TO PROVIDE TRANSFER INFORMATION

Dale Hardgrove - Registrar, San Jacinto College - Central
John C. Ray - Vice President, Brazosport College

ABSTRACT

Students who attend community colleges and plan to transfer to senior colleges and universities frequently express concerns about which courses will transfer and meet requirements for specific degrees. Colleges have responded by developing course equivalency guides and, more recently, a statewide common course numbering system. Using the common course guide numbering system, the Common Course Numbering Board began a project to make transfer information readily available to students.

After an initial survey to determine interest in a system to provide transfer information over Internet the Texas Higher Education Coordinating Board was asked to assist by providing a "pointer" to transfer guides which would be available on the host computers of senior colleges. Using the Coordinating Board gopher, students and counselors can easily review transfer guides at nineteen Texas institutions. Other colleges are also planning to use the gopher system to provide transfer information.

In beginning the project, senior college representatives met with members of the Common Course Numbering Board to plan a common format for providing transfer data. Participants agreed that use of Texas common course numbers would allow students to determine which courses would transfer and meet degree requirements.

This presentation will provide background information on the project, an illustration of how the transfer data can be used, and plans for future development of transfer guides to provide information to assist students in planning for the transfer of coursework.

CONTACT PERSON:

Dale Hardgrove
San Jacinto College - Central
P. O. Box 2007
Pasadena, TX 77501
(713) 476-1843

Assessing the Effectiveness of the Transfer Function of Two-Year Colleges in Texas

Linda D. Timmerman
Charles M. Cook

Context for the Study:

In July 1994, the Assistant Commissioner of the Community and Technical Colleges Division of the Texas Higher Education Coordinating Board (THECB), Robert E. Lahti, met with Susan McBride, President of the Texas Association of Junior and Community College Instructional Administrators (TAJCCIA) to draft a statement of purpose and tasks for a work group of instructional leaders from around the state to examine the effectiveness of the transfer function of two-year colleges in Texas. The group was assigned the following tasks:

1. Review the literature concerning the transfer function in public community and technical colleges to identify successful strategies and possible barriers to transfer effectiveness.

2. Identify and define indicators to assess the effectiveness of the transfer function, including:

   (a) the rate of transfer of students from Texas public community colleges to Texas public four-year institutions;

   (b) the rate of transfer of students at different stages of academic progress in the community college;

   (c) the academic success and persistence rates of transfer students in four-year institutions.

3. Survey leaders in instruction and student services at Texas public community and technical colleges to determine current practices and perceptions regarding transfer success.

4. Develop and recommend guidelines that might be helpful for individual public community colleges to follow in a process of on-going assessment and improvement of their transfer function.

5. Recommend guidelines/processes for statewide assessment and improvement of the transfer function in Texas' public community and technical colleges.

Executive Summary:

The "Transfer Success Work Group Report" published jointly by the Texas Association of Junior and Community College Instructional Administrators (TAJCCIA) and the Texas Higher Education Coordinating Board (THECB) in April 1995 outlines the results of the study and makes fifteen recommendations for collaboration among the state agency and two-year and four-year institutions in Texas to promote and enhance the transfer function for students.

Some of the major findings of this study include:

- The community and technical colleges of Texas have comparable transfer rates to others identified in nationwide studies (22-32 percent, depending upon the definition of "transfer student" used in a particular study).
- Students who declare an academic major at the two-year college transfer in significantly larger numbers than those who declare a technical major; and those who are undeclared majors in the two-year college transfer at a slightly lower rate than those who declare an academic major, but both academic and undeclared majors persist at approximately the same rate over four years.
- Most (85 percent) students who transfer from Texas' community and technical colleges enroll for a second semester at the senior institution.
- Studies at selected Texas community and technical colleges indicate that students who persist and achieve higher stages of academic progress in the two-year college are progressively more likely to transfer and achieve academic progress in the senior institution.
- In the opinion of Texas' community and technical colleges instructional and student support leaders, there are noteworthy discrepancies between the factors that currently exist and what should exist at the two-year institutions to ensure transfer success of students.

For additional information:

Linda Timmerman, Ed.D.
Dean of Academic Services
Navarro College
3200 W. 7th Avenue
Corsicana, TX 75110
903/874-6501

Charles M. Cook, Ed.D.
Director of Instructional Programs
Texas Higher Education Coord. Bd.
P. O. Box 12788
Austin, TX 78711
512/483-6250

TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788, Austin, TX 78711 • 7745 Chevy Chase Drive, Austin, TX 78752
TEL 512-483-6250 • FAX 512-483-6444

COMMUNITY AND TECHNICAL COLLEGES DIVISION

ROBERT E. LAHTI
Assistant Commissioner

CHARLES M. COOK
Director of Instructional Programs

KEN TUNSTALL
Director of Workforce Education

MOLLY BOYD
Director of Institutional Effectiveness

Title of Presentation: A Statewide Study of Developmental Education in Texas Community and Technical Colleges

Presenters' Names:

Dr. Charles M. Cook
Director of Instructional Programs
Community and Technical Colleges Division
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
(512) 483-6250; E-mail: cookcs@thecb.texas.gov

Dr. David M. England
Vice-President, Institutional Effectiveness
McLennan Community College
1400 College Drive
Waco, TX 76708
(817) 750-3506; E-mail: DCE@MCC.CC.TX.US

Abstract:

Expenditures in Texas for developmental education increased from $35 million in the 1989-89 biennium to more than $127 million in the 1994-95 biennium. Increased expenditures have led to questions about the efficacy of such programs. A recent study by the Developmental Education Work Group of the Texas Association of Junior and Community College Instructional Administrators (May 1995) revealed that while the community and technical colleges of Texas are actively engaged in the assessment and remediation of students, the use of different instruments, policies, and practices make statewide assessment difficult.

The only standardized assessment test to which all college developmental programs relate in the Texas Academic Skills Program (TASP) test, which may not be suitable for measuring student progress at lower levels of competency. Further, recent state legislation has now exempted students in certificate programs of one year or less from the provisions of the TASP.

AN EQUAL OPPORTUNITY EMPLOYER

In conjunction with recommendations made to the Community and Technical Colleges Division of the Texas Higher Education Coordinating Board by the Developmental Education Work Group, the agency is sponsoring a Developmental Education Project to identify three levels of student skills: (1) functional literacy; (2) workplace readiness; and (3) college readiness. The identification of these levels will hopefully assist colleges in the effective assessment and placement of students in course work and allow a more effective tracking of the "value-added" results of developmental education programs across the state.

Specifically, the project has been organized to:

(1) recommend common scores and placement policies based on the most commonly-used assessment instruments

(2) articulate developmental education programs more effectively with Adult Basic Education (ABE) and technical education programs

(3) conduct a quantitative research study on the results of developmental education programs based upon students who entered college in 1992

(4) determine and describe exemplary practices in developmental education based upon results of the research study

(5) design an automated evaluation system to produce reports on the effectiveness of developmental education programs

This project, set to begin in August 1995, will take one year to complete. We have identified state funds to finance the project. The project will be headed by a project director, reporting to the CTC Division of the THECB, assisted by a broad-based advisory committee and research consultants.

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DENTON: P.O. Box 22305
Denton, TX 76204-0305
Phone: 817/898-3676

IT'S A FAMILY AFFAIR.....
Meeting the Needs of Today's Student

Nancy Murphy-Chadwick, Director of University Housing
Dr. Glenda Brock Simmons, Vice President for Student Life
Richard Sales, Family Services Coordinator

Today's college student is typically older than the traditional age student, works while going to school, and many times has a young family. Many of the students with young families are single parents returning to the university or attending for the first time.

Student services, particularly housing and childcare are critical university components for these students. The availability of affordable secure housing and quality childcare makes the difference whether a student can attend a university.

This program will describe the Family Housing program and the family services offered at Texas Woman's University. Single parent students are the primary target population for the program and services, since they comprise approximately 85% - 90% of the families living on campus.

The following areas will be covered in this interactive program through the use of lecture, slides, overheads, and discussion:

1. Family Housing facilities (apartments, indoor and outdoor recreation areas, computer lab);
2. Childcare offered "in-house"- including program structure, staffing, costs, state certification process, and how to be an agent for outside financial aid;
3. Family Housing staffing structure and training;
4. Campus parents' and childrens' organizations;
5. Examples of programs offered in the residence hall setting;
6. Challenges of operating this program; and
7. Internal and external support for the program in the form of services, grants, and scholarships.

Contact Person: Nancy Murphy-Chadwick
Department of University Housing
Box 42580
Denton, Texas 76204-3380
817/898-3676

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TRENTON STATE COLLEGE

THE REAL WORLD AT TRENTON STATE COLLEGE

Leslie Santos
John Messina
Mary-Elaine Perry

Institutions of Higher Education typically spend high quality time and resources orienting our new students to the college environment. However, we spend little time beyond job search assistance preparing students to enter the "Real World".

As students become familiar with the college campus and comfortable within their community the idea of leaving the college to rent a home, buy a car, live in a new and different community, and make decisions that will effect course of their lives can be overwhelming. We generally pay little attention to this aspect of transition, and assume that by receiving a BA they will be ready to handle these adult responsibilities. As we experienced more students in crisis as they faced graduation, unsure of where to go personally and professionally, we realized the need to address these real life issues.

At Trenton State College, our Residence Life program has begun to look at students' needs as they leave the security of the college campus. With the opening of a new Townhouse complex this Fall we are afforded the opportunity to focus programmatic efforts to assist upperclass students with becoming more autonomous.

The Townhouse complex houses 510 students in 10 person units. Each student is provided with a furnished single room with a phone line, cable television and computer network access. Two to four students on each floor share a bathroom, a full-size refrigerator and small microwave. Each house also has a common living area. Students within the complex are provided with common lounges and laundry rooms, mail service to a hall office and 24 hour security.

Through this program we will share the efforts involved with the design of the Upperclass Housing program from a facilities and program perspective, and review the information gathered from other similar institutions that guided us in staffing and programming decisions. We will overview how we apply our established programming model for this specialized population to ensure that we are meeting the needs of these students in transition. We will briefly review the staff responsibilities and discuss the role of the complex Advisory Board in the establishment and enforcement of community standards.

As we approach this new era in our Residence Life program we believe that even those who take only a marginal role will still have the benefit resulting from assuming a greater place in their community. While those students who choose to fully engage with the Upperclass Housing program will prepare for the challenges of the "Real World".

Community Development Services
609/771-2702

Hillwood Lakes
CN 4700
Trenton, New Jersey 08650-4700

TRENTON STATE COLLEGE

IT TAKES A WHOLE COLLEGE TO EDUCATE A FIRST YEAR STUDENT

Barbara Greenstein
Mary-Elaine Perry

The concept of a First Year Experience in residence at Trenton State College began to take shape in the early 1990's with the development of an Interdisciplinary Core Curriculum and re-definition of a General Education Program. The staff in Student Life, in conjunction with the faculty, embarked upon the development of a residential program to augment the students classroom experiences and provide a strong foundation for their undergraduate career.

After a three years of a residential pilot and the re-working the Interdisciplinary Core, the program has been implemented for all First Year Students through a living-learning experience.

The **Interdisciplinary (IDSC) Core** course for first year students is ***Athens to New York***. The course is taught by fulltime faculty in the residence halls. The course explores the themes:

What does it mean to be human?

What does it mean to be a member of a community?

What does it mean to be moral, ethical, or just?

How do individuals and communities respond to differences of race, class, gender, ethnicity, etc.?

As part of the IDSC 151 course students participate in a ten hour **community service** project in the Trenton area. These projects integrate the themes of the course, and are coordinated by Student Life staff in collaboration with the faculty. Students keep a journal of their reflections on the experience, and are involved with class presentations and discussions around their experiences and insights.

Recognizing that it is imperative to student success that a strong sense of community develop between faculty and students, a **Faculty Fellows** program facilitates the development of these relationships. A Faculty Fellow is partnered with each residence hall wing. This partnership allows faculty to have informal contact with students, provide academic support and assist students with their integration into the college. Our Faculty Fellows are fulltime faculty from all disciplines and include four Academic Deans and the College's President.

Students will receive **peer support** through the involvement of sixty upperclass students. Two Community Advisors per floor (1:25 ratio) provide assistance in all areas. Tutors, EOF Peer Mentors, Drug and Alcohol Peer

Community Development Services
609/771-2702

Hillwood Lakes
CN 4700
Trenton, New Jersey 08650-4700

Educators, Sexual Assault Peer Educators and a Computer Consultant will present programs in the halls and lend support through their area of expertise.

Another method of augmenting the themes of the IDSC is through the **residence hall program series**. Community Advisors implement a series of programs designed to weave the themes of the course through their out of class experiences, and introduce the students to the concepts of leadership. Students assess their knowledge and skill in each of six areas, develop a personal action plan for leadership development and begin a **Student Leader Profile** to track their progress throughout their college career.

With all aspects of the college focused on the First Year Students we will ensure that the Purpose of Undergraduate Education is achieved, that: "Graduates of Trenton State College will take their places as citizens and leaders of the future."

Barbara Greenstein
Area Director, Travers/Wolfe
Community Development Services
Trenton State College
Hillwood Lakes, CN 4700
Trenton, NJ 08650-4700
609/771-2079

TROY STATE UNIVERSITY AT DOTHAN

P.O. Box 8368
Dothan, Alabama 36304-0368
(205) 983-6556

LSUE
The Community College of Acadiana

Office of Student Support Services
Louisiana State University at Eunice
P.O. Box [illegible]29
Eunice, Louisiana 705[illegible]5
(318) 457-7311
(318) 546-6620 (FAX)

The Adult Learner in Transition: Administrative and Instructional Responses

Helen Livingston and Ron Ryder

With more than seven million adults, age twenty-five and over, making the decision to seek a higher education degree, the adult learner has increasingly become the focus of university administrators and faculty. A 1988 article in "U.S. News & World Report" stated that 45 percent of the nation's graduate and undergraduate students were 25 years old or older. This trend has continued into the 1990s. The National Center for Education Statistics (NCES) projects a 16 percent increase in enrollment of students over the age of 25, and only a 5 percent increase in students under 25 over the next 5 years.

As a result of these demographic changes among college students, there has been an increased interest in understanding and responding to the needs of the adult student. Administrative responses to the circumstances that may be unique to the nontraditional student's involvement with institutions of higher learning can enhance the persistence of adult students by helping them overcome barriers to degree completion. Instructional responses to adult student learning preferences and learning styles can also enhance the transition of the adult student from one learning environment to another. By focusing on administrative and instructional responses to the non-traditional student, universities can

facilitate a higher education learning climate that encourages and develops the potential of a non-traditional student population.

The presentation includes an review of adult learning preferences and learning style theory along with an overview of administrative interventions which are intended to respond to the adult learner's perceived barriers to degree completion. Participants will have an opportunity to participate in a brief learning style's assessment and to exchange ideas regarding higher education environments and the adult student.

The purpose of the presentation is to provide an opportunity for participants to consider administrative and instructional responses to the needs of adult learners in transition and to explore strategies universities can employ that can encourage the non-traditional student to persist in achieving identified educational goals.

Contact person:

Dr. Helen Livingston
Troy State University at Dothan
P.O. Box 8368
Dothan, AL 36304
(334) 983-6556, extension 313

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Provost and Senior Vice President
Academic Affairs

OFFICE OF THE PRESIDENT
300 Lakeside Drive, 17th Floor
Oakland, California 94612-3550

Project ASSIST: California's Statewide Electronic Articulation and Degree Audit System

Stephen J. Handel, University of California Office of the President
Eric Taggart, Project ASSIST Coordination Site

Abstract

ASSIST ("Articulation System Stimulating Interinstitutional Student Transfer") is a computer-based articulation and transfer planning system providing both academic information and academic opportunities within California higher education in a readily available, highly accessible electronic format. The Project, an effort funded by the California Legislature and the University of California, California State University, and California Community Colleges, is aimed at reducing the complexity of the transfer process by providing access to pertinent academic information via computerization.

One of the central problems in promoting student transfer is accessibility of essential transfer information, such as degree, major, and course articulation agreements, and using this information to track student academic progress. But maintaining such transfer information is extraordinarily labor-intensive and difficult to communicate to the vast number of postsecondary education institutions across the State (there are over 100 community colleges in California). But the promise and purpose of ASSIST is to overcome these obstacles by making use of computer technology in the service of transfer. The ASSIST database provides students, faculty, counselors, and other staff with computer access to a broad range of transfer information, such as articulation agreements between two- and four-year institutions and student-specific "progress checks," which track the academic advancement of students as they move through their degree programs.

The session will provide background regarding the evolution of ASSIST, delineating the educational and political forces that shaped its early development; the Project's current structure, including overall goals and funding sources; its impact in enhancing the preparation of community college transfer students; and a description of its database components. The session will

conclude with an on-line demonstration of ASSIST, presenting examples of the Project's extensive articulation database and degree audit capabilities.

I. Background

The Master Plan for California Higher Education specifies that transfer be a primary vehicle of access for students wishing to earn a four-year degree. To this end, California supports over 100 community colleges, along with 22 campuses of the California State University, and 8 undergraduate campuses of the University of California. Successfully navigating through this immense higher education infrastructure requires quick access to up-to-date articulation and other types of transfer information. Project ASSIST was created to provide transfer students with the critical information they need for successful transfer by taking advantage of advances in computer technology.

II. Project Structure and Goals

Project ASSIST is governed by the ASSIST Board of Directors (ABD), which consists of campus and central office representatives from the University of California, California State University, California Community Colleges. The ABD sets policy for the Project, with the ASSIST Coordination Site, located near the UC Irvine campus, managing day-to-day activities.

III. Review of Current Capabilities

The ASSIST database contains three major components: 1) a *course articulation database*, which includes faculty-approved course articulation agreements maintained by participating California Community College, University of California, and California State University campuses; 2) a *progress check feature*, which analyzes students' degree progress by evaluating academic transcripts relative to any academic goal (e.g., associate degree, baccalaureate degree, general education requirements, etc.); and 3) a *campus information function* which serves as a kind of electronic catalog and includes course and major requirements for all institutions participating in ASSIST. In addition, this component includes a wide range of campus-specific information, including admissions requirements and campus services.

Stephen J. Handel, Special Assistant for
Student Transfer
University of California
Office of the President
300 Lakeside Dr. -- 17th Floor
Oakland, CA 94612-3550
(510) 987-9559

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SANTA BARBARA, CALIFORNIA 93106-7140

"The Professional Self Model"
A Career and Life Planning Strategy to Begin Your Career and Last a Lifetime

Presenter: Lily Maestas, MSW

The work environment that current and future graduates are going to enter is not the same one most of us entered at the end of our academic training. Graduating seniors need an opportunity to process their undergraduate experience, begin to define what their new identity will be and develop a plan to integrate themselves into a world economy that makes sense for them. This country can ill afford to let its best and brightest graduate from our colleges and universities without some effort on the part of educators to prepare them for the choices that lay ahead. As a society, we owe these young adults an opportunity to reflect on who they are, what they value and what they want their time as working adults to say about who they are as world citizens

Through the use of the Professional Self Model, students are given the opportunity during a ten week course to explore their talents, abilities, interests and work values. Then use the information to integrate into the job market in a way that reflects the reality of these changing economic times. The course provides students with the opportunity to research the job market, economic trends and political events as they impact on the decision graduates will have to make about their careers.

Through class presentations, discussions, writing assignments and personal experience students are given an opportunity to reflect ad express what they think about things and why. There are no right answers is the discussions just opportunities to determine why they think the way they do and develop a way to use that information to develop a more self actualized Professional Self.

This presentation will outline the Professional Self Model with attention given to detailed assignments and outcomes. It will emphasize the career and life planning process as precisely that; a planning process, not a singular event. An event that will happen numerous times throughout their professional lives. One they should be prepared to address with as much confidence and information needed in order to make good decisions about their professional lives. The Professional Self model provides that and much more

University of Cincinnati

Department of Germanic Languages and Literatures

730-742 Old Chemistry Building
Mail Location 0372
Cincinnati, Ohio 45221-0372
Phone (513) 556-2752
Fax (513) 556-1991

Revamping the Foundation Course for the Transitional Student Body

Cordelia Stroinigg

The University of Cincinnati redesigned its lst Year German Program (annual enrollment ca. 400) for the same reasons that so many other departments and institutions are reexamining their foundation courses: the traditional course was no longer adequate for the non-traditional student body on a commuter campus, drop-out rates were high, and the administration was under pressure to bring the senior faculty back into the elementary-level classroom.

The solution that was found for this particular beginning program--the organizational framework, methodology, and teaching techniques--are applicable to a wide range of courses. A shift of moderate and non-threatening dimensions made it possible to focus instruction on the students' actual entry-level knowledge and abilities, while balancing the interest of the other parties involved: the administration's promotion of critical thinking skills, the faculty's need to rejoin the foundation program, and the novice teaching assistants' need for pedagogical instruction and experience.

This presentation addresses the curricular and co-curricular structure of the redesigned program, including pedagogical training for teaching assistants and a new role for senior faculty; numerous hands-on activities to enhance student learning and memorization, to address underpreparation, and to teach sophisticated elements of sentence structure; and sample advance organizers for class discussions and position papers on issues in the target cultures.

Dr. Cordelia Stroinigg, 4009 Oxford-Reily Rd., Oxford, Ohio 45056
Home phone: 513-523-1841

UNIVERSITY of HOUSTON

Cullen College of Engineering
Office of Minority Engineering Programs
PROMES

Houston, TX 77204-4790 713/743-4222

August 1, 1995

CREATIVE PROBLEM SOLVING FOR FRESHMEN

G. F. PASKUSZ, PROFESSOR

Entering college freshmen generally are well prepared in algorithmic problem solving, i.e., given formulas and/or algebraic equations, these students are proficient in solving for the unknown.

On the other hand, students have great difficulty in translating verbal statements into mathematical models. In short, they generally cannot solve "word problems". And since all of life's problems and at least some ecountered in the college curriculum are of the "word" type, a freshman problem solving course needs to address this deficiency in the students' armamentarium.

The ultimate purpose, however, is to go beyond this mundane activity and to engage the students' minds at higher levels of cognition. At the end of the the course students should be at ease with logical analysis, synthesis from discrete data points, and even the process of invention. We accomplish these latter goals with puzzles, games the rules for which they have to deduce from given outcomes, and challenging design problems in the fictitious environment provided by Abbot's "Flatland".

Before and after tests are used to document student progress.

GFP:bjt

THE UNIVERSITY OF MICHIGAN-FLINT
FLINT, MICHIGAN 48502-2186
(313) 762-3420

DEPARTMENT OF NURSING

FACTORS AFFECTING THE PROFESSIONAL NURSING SOCIALIZATION AND TRANSFER INTENTIONS OF COMMUNITY COLLEGE NURSING STUDENTS

Ellen A. Woodman, Ph.D., R.N.

Although recent improvements have been made to facilitate the transfer process, large numbers of nurses prepared in community colleges' Associate Degree in Nursing programs (ADN) seeking entry to Bachelor of Science in Nursing (BSN) programs remain substantially disadvantaged both financially and in time-to-degree. Higher education has the opportunity to reduce many of these barriers to academic transfer while maintaining institutional autonomy and quality of curricula.

Study of the theoretical and conceptual foundations underlying community college and baccalaureate linkages and transfer processes may well provide the empirical support necessary for change. A lack of comprehensive evaluation of student outcomes combined with the community college's mission to provide both transfer and terminal education when applied to ADN programs raises important basic questions.

Considered a key issue in Nursing, professional socialization resides in the formation of a professional identity congruent with the role of a professional. Many nursing faculty at four-year BSN programs perceive ADN students to be inappropriately socialized to the profession and in need of resocialization when they transfer to BSN programs. These faculty assume that ADN education is primarily technical or occupational, as compared with the BSN experience.

To determine how community colleges affect the outcomes, professional nursing socialization and transfer intentions, of ADN students, a study was undertaken that integrates theories of professional socialization in nursing with the literature on college impact and academic transfer. A causal model was developed to test variables and constructs, classified as institutional, student background, and faculty support. These in turn are mediated by academic and affective integration to influence professional socialization and transfer for the BSN or higher nursing degree. The model was tested with LISREL VII.

Professional identification, defined as the outcome of the professional socialization process, was measured with the four-dimensional Jacobsen and Sabritt Professional Values Scale. The four dimensions are (1) belief in knowledge, (2) professional affiliation/commitment, (3) autonomy, and (4) a holistic perspective. Nine hundred forty-five graduating students in 16 community college ADN programs in a Midwestern state were surveyed with a response rate of 88%.

The theoretical model of professional socialization which was tested includes both affective and academic measures that affect the student outcomes, professional identity, and higher degree intentions. In general the model was supported by the data. Results indicated significant differences in the strength of professional identification between students who intended to transfer for a BSN or higher nursing degree and those who did not. Evidence from this study supports the influence of the community college, primarily through faculty, on the professional socialization process.

Both the educational preparation for and practice of nursing may be viewed on an occupation-profession continuum based on four professional identification dimensions. The results of this study suggest two different types of ADN students: occupational and pre-professional. Students who view the ADN as terminal intend and are prepared to practice nursing as an occupation. In contrast, pre-professional students intend to transfer for the BSN or a higher degree and aspire to practice nursing as a profession.

The need to "resocialize" ADN transfer students at the BSN level is challenged by the findings of this study. The high percentage (58%) of ADN students who recalled transfer intentions at the time of program entry provides a mandate for efforts to achieve a more effective and efficient articulation model. Collaboration efforts between ADN and BSN faculty to develop individual transfer plans for these ADN students early in their ADN program are strongly encouraged.

The adaptation of a standard definition and measure of professional identification applicable to both community and four-year college nursing student populations supports articulating the two levels more effectively.

The University of Mississippi

Career Services Center
Division of Student Affairs
300 Lyceum
University, MS 38677
(601) 232-7174
FAX (601) 232-7759

BEGINNING WHERE FIRST YEAR PROGRAMS END:

Creating a path for transition through the successful development of freshman/ sophomore and junior/senior career decision making and planning classes.

Karen W. Nichols
Career Planning and Research Specialist & Instructor of Educational Leadership

Sheila A. Hood
Acting Director of Career Services Center & Instructor of Educational Leadership

Many universities and colleges offer excellent transitional programs for entering new students but the momentum of such programs is often lost as students enter the student body and pass through a maze of required general education courses, the needs for which are only vaguely understood and even less appreciated. However, the institutions can present to their students their continued interest in and commitment to student growth through an organized program of career decision making and preparation experiences.

In recognition of the importance of getting students interested in career issues early in their college careers, the Career Services Center of the University of Mississippi has initiated a successful program to help students focus on the importance of having a career decision making path that parallels their academic journey. Part of this program includes the teaching of two classes. Focusing on self-assessment, the first class (Career Decision Making) is specifically designed to address the career development needs of second semester freshmen and sophomores.

BEST COPY AVAILABLE

The second class (Career and Life Planning) is for juniors and seniors and focuses on the development of the tools for a successful job search and teaches students to become realistically prepared to assume their new roles in the working society. Offered for academic credit and opened to students of all majors, these classes have been designed to complement each other but may be taken independently of the other.

During the session the facilitators will present the individual class curriculum and describe the following:

- The team approach used for instruction
- The use of student Needs Assessment taken during the first weeks of class and then again at the end of the semester
- The presentation of a common body of knowledge and skills while incorporating student needs into the development of the class syllabus
- The use of exercises to engage students in participative learning which prepares them for the tasks of being problem solves and decision makers in today's society
- Recommendations for developing similar programs at other institutions.

Career and Life Planning Team:
David Box, Scott Mc Kenzie,
Terrie Thompson, Mark Ulrich

Career Decision Making Team:
Julie Busby, Sara Campbell,
Lamonica Ernest

Contact Person:

Ms. Karen W. Nichols
Career Planning and Research Specialist
University of Mississippi
Career Services Center
300 Lyceum
University, MS 38677
601-232-7174
Email: csckwn@sunset.backbone.olemiss.edu

University of Pittsburgh

College of Arts and Sciences
Office of the Dean

140 Thackeray Hall
Pittsburgh, Pennsylvania 15260
412-624-6480
Fax: 412-624-8265

Freshman Studies 0001 - A Unique Approach

Susan C. Harkins

Professors, instructors, staff, administrators and undergraduates from the University of Pittsburgh, College of Arts and Sciences compose the faculty for Freshman Studies 0001(FS1). There are many programs designed to ease the transition for incoming freshman but FS1 has several unique aspects which make FS1 worth knowing about. These very aspects also serve to strengthen the college community.

The opportunity for a student to collaborate with a vice-chancellor, administrator, full professor or senior staff member gives this program a unique dimension. This same opportunity gives these personnel the forum to communicate with students, especially freshmen, in an informal setting. Each FS1 faculty member is assigned an undergraduate teaching assistant to help in the class, and do administrative tasks. These undergraduates apply for the position through the email system and are selected based on either an interview or stated experience. As you might expect, some teams are extremely affective and others struggle.

The course is meant to be a discussion and activity course that covers current topics such as date rape, study skills, prejudice, or alcohol use. Each topic is supported by the *Sourcebook*, a self published text. In addition, the *Supplement* is published to provide the faculty and their teaching assistant with ideas for lively class activities. The text is a compilation of current, short, thought provoking articles from newspapers and magazines as well as university entries.

Along with current social topics, students also are introduced to the use of the computer labs, library and student services on campus. The computer orientation session is taught by undergraduates trainers. These trainers guide the material being taught and collaborate with faculty on how it should be presented.

Twice a year, the entire faculty attends a meeting to refresh or learn about the course and its intentions. One sidebar to these meetings is the exposure of faculty to staff to administrators who might not otherwise know each other. The meeting in the fall includes the undergraduates and is an orientation meeting. During February, a meeting is held for only the FS1 faculty to critique the course and make suggestions for future developments.

The computer system is widely accessed. Not only are students exposed to lab use, faculty also have the opportunity to learn about the computer system. Distribution lists, UTA applications, and a projected "home page" are all part of this program.

Even in its complexity, Freshman Studies 0001 is administered by two of the Dean's staff as a part of their other responsibilities. The College of Arts and Sciences is proud of its Freshman Studies 0001 course. It is a dynamic program that continues to evolve to meet the needs of our freshmen.

Susan Harkins 140 Thackeray, University of Pittsburgh, Pittsburgh, PA 15260
412-624-6789, FAX 412-624-8265, Email Sharkins+@pitt.edu

University of Puerto Rico
HUMACAO UNIVERSITY COLLEGE

IDEAS: A Project to Enhance the Quality of Teaching and Learning at the University of Puerto Rico in Humacao

Presenters: Sylvia M. Eliza and Lilliam C. Morales

ABSTRACT

The Institute for the Enhancement of Undergraduate Teaching and Learning (IDEAS) at the University of Puerto Rico in Humacao proposes to:

- Enhance the quality of teaching and learning
- Respond effectively to the specific needs of its entering and at-risk student population enrolled to increase their retention and graduation.

The project consists of two components: the Academic and Personal Student Development Program and the Faculty Development Program.

In order to respond more effectively to the needs of its entering student population, Humacao University College is developing new strategies to enhance the quality of teaching and learning and of its student support services. It provides tools for a smoother transition from high school and for the full integration of its freshmen into the college experience. Two major strategies are being developed to increase their retention and academic achievement : 1) development of a comprehensive counseling/advising program supported by developmental advising, the use of technology, and participation of faculty and staff in volunteer mentoring of students; and 2) development of learning communities with learning support services for freshmen which include a student development course, independent study, and collaborative learning techniques.

IDEAS: A Project to Enhance the Quality of Teaching and Learning at the University of Puerto Rico in Humacao

To pursue the objective of increasing retention rates and graduation rates, reducing withdrawal rates and increasing grade point averages, the college is developing an integrated approach focusing on "learning to help students learn". Faculty development activities include: 1) Content and Pedagogical Techniques Through Multimedia Technology 2) Non-Traditional Teaching and Learning Styles 3) Classroom-Based Research 4) Personal Development. These elements will be integrated with Component I in the areas of a) Faculty Advising Training b) Learning Communities (as part of Non-Traditional Teaching and Learning Styles) and c) Integrated Counseling (as part of Personal Development).

Contact Person: Sylvia M. Eliza
Office of University Development
Humacao University College
CUH Station
Humacao, PR 00791
Phone No. (809) 850-9319

LEADERSHIP STUDIES:
A VIEW FROM GRADUATE SCHOOLS AND EMPLOYERS
Presenter: William Howe

UNIVERSITY OF RICHMOND
FOUNDED 1830

Jepson School of
Leadership Studies

This session addresses the transition of college/ university seniors into graduate schools or into the workplace. More specifically, it looks to **the transition of those students who have been enrolled in a program of leadership studies** and are seeking graduate school admission or employment. Given the increasing number of leadership programs at college campuses across the country (over 700 altogether), systematic consideration of the transition of students in such programs into graduate school or employment seems timely and appropriate.

The session draws upon data compiled through the use of two questionnaires -- one administered to randomly selected law schools, business schools, social work schools, and other graduate schools (15 schools in each of the four categories); the other administered to 200 randomly selected Fortune 500 companies. The questionnaires ask graduate school admissions officers or corporate personnel administrators to evaluate leadership studies as an academic focus vis-a-vis the traditional disciplinary focuses (i.e., English, history, economics, political science, sociology); to assess the relevance of leadership studies to graduate study or work; and to assess the potential strengths of a student who has pursued leadership studies for

University of Richmond
Virginia 23173
804 289-8008
FAX: 804 287-6062

successful graduate study or employment.

Results of the two surveys are presented through charts and graphs that make use of descriptive statistics and that provide a comparative display of the data. The implications of those results are discussed with specific attention to: (1) graduate school and career possibilities for seniors who are completing a program of leadership studies; (2) marketing and advising information for colleges and universities concerned with placing leadership studies students in appropriate graduate schools or employment positions; (3) the salience of leadership studies at the undergraduate level for graduate study or employment; (4) means by which colleges or universities can best prepare leadership studies students for graduate study or employment.

Finally, the session will move from this discussion of the transition of seniors pursuing leadership studies to audience-generated questions/issues. To be sure, leadership education -- whether through formal leadership studies or through campus leadership programs -- is becoming increasingly important to many college or university campuses; with that in mind, the session may well be relevant to a broad array of leadership-related pursuits of seniors and of those educators who interact with seniors.

Contact: William Howe, Jepson School, University of Richmond, Richmond, VA 23173 (804) 287-6086

UNIVERSITY OF ST. THOMAS
GRADUATE SCHOOL OF EDUCATION, PROFESSIONAL PSYCHOLOGY, AND SOCIAL WORK

CHC131
2115 Summit Ave.
St. Paul, MN 55105-1096

Telephone: 612-962-5200

BEYOND THE ROPES COURSE: LIFELONG LEARNING IN LEADERSHIP

Thomas A. Hodgson

Abstract

Leadership is a complex, human phenomenon, one that exists in a dynamic relationship of influence between leaders and followers. Leaders wishing to engage in lifelong learning would do well to understand the various dimensions of leadership that are manifested in this relationship.

Lifelong learning in leadership builds through several stages--stages that are often reflective of the historical development of leadership studies so well documented by Heilbrun, Gardner, Burns, Rost, and many others. The simplest ways of defining leadership--trait theory, contingency theory, and behavioralist theories--lend themselves to easy understanding, yet incomplete definition.

Leadership education, likewise, has experienced its growing pains. Students often start by looking at traits of leaders, or at leaders' specific behaviors. These approaches are good departure points--and while they provide an incomplete understanding of leadership, they are easily grasped by the novice. Often, a small dose of values clarification is included, as is the often obligatory exercise in self-confidence building, the ropes course.

While these programs all have their value, scholars have more recently begun to understand leadership as a multidimensional phenomenon that defies such easy explanations. Some, like Joseph Rost, have grounded this approach in Edmund Husserl's philosophy of phenomenology. While Rost's connection is interesting, his greatest contribution to the understanding of leadership is the proposal that leadership has several dynamic dimensions. The following are the dimensions of leadership most often cited by Rost and his contemporaries:

- leadership is a moral practice
- leadership is educative
- leadership is critical
- leadership is reflective
- leadership is caring
- leadership is visionary
- leadership is democratic

While the exercise of leadership encompasses all of these and more, this paper proposes that lifelong learning in leadership demands special attention to two areas:

Reflective practice enhances self-knowledge and an awareness of the culture in which leaders and followers engage. In turn, self-knowledge leads to clarification of values in self and culture, enhancing awareness of the moral responsibilities of leadership. Reflective practice also allows the lifelong learner to interpret and make meaning of all that the leader encounters--a notion that creates vast learning opportunities, whether they exist in real life or through the arts and letters of the humanities.

Critical practice engages the leader in the examination of the basic underlying assumptions in the culture. Like the participant ethnographer, the lifelong learner can observe the human condition and through critical analysis, more deeply comprehend the complexities of human interaction. This deeper understanding can only facilitate more compassionate, intuitive leadership.

By engaging in critical and reflective practice, a vast and diverse world of new texts becomes available to the lifelong student of leadership. The process of reflection and critical analysis can cause the leader to view the interactions of humanity in a new light.

For example, *The Adventures of Huckleberry Finn* is no longer a story of a boy and a runaway slave on the Mississippi River; it is a text in the ethical dimension of leadership as Huck struggles and fails to reconcile the social pressures of the pre-Civil War south with what he knows in his heart to be right. *Schindler's List* emerges from documentary to a lesson in personal moral courage in a complex man who is at once greedy, unfaithful, and yet utterly committed to saving the lives of those in his Krakow factory.

Upon reflection, some more obvious examples serve rather to crystalize the leader's passions and call for action. Few who view and reflect upon Picasso's *Guernica* can fail to see the ability of humankind to visit injustice and destruction upon one's own. Phil Och's raucous protest song, *I Ain't Marchin' Anymore*, sings of the terrible ironies of patriotism, war, and injustice. These examples can remind leaders that their exercise of leadership is active, committed, and of course, moral.

Through these new leadership texts, there should come a change in how leaders perceive the world around them--as they see something familiar in a new way, or, as Maxine Greene said, "to imagine the familiar in the heart of a stranger." Hopefully, that change in perception fuels a change in how leaders act--and generates a new responsibility to act. Those changes signal the growth, the education of a leader.

UNIVERSITY OF
SOUTH CAROLINA
SPARTANBURG

COLLEGE OF ARTS AND SCIENCES

Using High Tech and High Touch to Recruit and Retain Two Student Sub-cultures in Transition: (1) Transfers from Two-year Schools and (2) Stopout Students with Sixty-Plus Hours of Good Credit

Dr. James E. Barnes, Acting Dean, College of Arts and Sciences, and Dr. Nancy P. Moore, Acting Assistant Dean; Chuck Morton, Coordinator of Articulation and Transfer Relations

Chuck Morton, Coordinator of Articulation and Transfer Relations: A *high-tech* computer program helps potential transfer students at local two-year colleges to make informed choices about attending USCS. This low-cost program, using standard application software, was developed in-house by non-programmers. It guides students toward taking courses that will not only transfer to USCS but will also apply toward a particular degree program. The computer program rests upon curricular articulation agreements forged between USCS and the two-year colleges.

Dr. James E. Barnes, Acting Dean, College of Arts and Sciences, and Dr. Nancy P. Moore, Acting Assistant Dean: A *high-touch* effort contacted and re-enrolled "stop-out" students with sixty or more hours of good credit but no degree. These sixty-plus students exist in large numbers, and they have higher mean SAT/ACT scores and high school ranks than AA graduates. Because they typically have heavy family and job commitments, only a very personal approach of recruitment, unhurried advising, and reduction of paperwork can encourage them to persist toward a bachelor's degree. The number re-enrolled at USCS indicates that this labor-intensive approach is cost-effective.

Contact Person: Dr. James E. Barnes, 800 University Way, Spartanburg, SC 29303, 599-2700.

UNIVERSITY OF STRATHCLYDE

Title of Presentation:
Institutional Approaches to Students with Disabilities in Scotland

Presenter's Name:
Anne E. Simpson

Abstract
1. An outline of the key differences between the Open University in Scotland and Strathclyde University:

the university population and geopgraphy
curriculum
funding
methods of course delivery
assessment

2. A comparison of experience of students:
a blind student on Orkney (OU)
a blind student in Glasgow (Strathclyde)

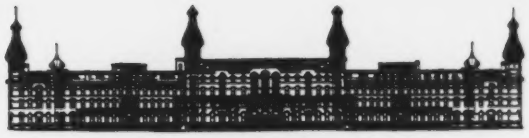
a quadriplegic student with limited speech (OU)
a wheelchair user with good upper body strength (Strathclyde)

3. Questions for participants:
Where is best practice?
Which advantages are transferable between two very different types of institution?
Are there features of participants' home institutions which compare favourably with either?

STUDENT ADVISORY AND COUNSELLING SERVICE
Room 432
Graham Hills Building
50 George Street
Glasgow G1 1QE
Tel: 041-552 4400 ext 3676
Fax: 041-552 7362

Student Advisers: Lin McLean, Susan McKenna, Liz Cole

Welfare Assistants: Chris Daubney, Carol Menzies



The University Of
TAMPA

Title of Presentation:
From High School to College, From Dependent Learner to Independent Learner: Making This Transition Work

Presenter's Name:
Helene Silverman, Ph.D.

Abstract

Making the transition from successful high school to college student poses a challenge to many people. The dependent, high school learner is often able to succeed because the teachers assume responsibility for class notes, study guides, review sheets and frequent reminders. Entering college with such teacher expectations can be problematic for students. The college professors expect students to take their own notes, adhere to due dates without reminders, develop their exam reviews, etc. Many college-bound students are not prepared to handle this transition in learner responsibility. Few of them experience a "transformation" between high school graduation in May and college entrance in August in which they "blossom" into independent, responsible learners; therefore, college faculty need to assist students in making this change when they arrive on campus.

This presentation examines ways to promote independent learning in first time students through course design, delivery, and feedback. A variety of strategies is offered requiring minor modifications easily incorporated into almost any course.

With respect to course design, professors need to use a variety of organizational formats. It may be necessary to include the teaching of critical skills in the course. Varied types of assignments should be an integral part of the design such as problem solving, writing definitions, giving examples of concepts, etc. These suggestions all involve active learning requiring the student to do "something" with the material.

Each course needs a well-developed evaluation system to enhance learner independence. Class attendance and participation should be included in this evaluation. The "come to class if you are interested" approach is not one to offer first-time students experimenting with their new-found freedom. This population needs structure rather than ambiguity. Remember the first rule is showing up. Perhaps the second rule is doing something when you are in class. Consider evaluation methods beyond paper and pencil exams such as demonstrations, applications (oral and visual), dramatic presentations, etc.

The traditional lecture format is only one of many delivery systems. Professors need to incorporate simulations, role playing, cooperative learning, case studies, etc., in their repertoire. One might divide each class session into different segments beginning with a short lecture, followed by a video tape, followed by discussion and then group work.

401 W. Kennedy Blvd. • Tampa, FL 33606-1490 • (813) 253-3333

Title of Presentation:
From High School to College, From Dependent Learner to Independent Learner: Making This Transition Work

Presenter's Name:
Helene Silverman, Ph.D.

(continued)

First-time students often have difficulty taking notes and become frustrated in a fifty-minute lecture; therefore, other student activities need to be incorporated. Remember, active learning forces the learner to assume more responsibility.

The systematic and frequent use of student feedback can positively affect student performance. First-time students may view assigned readings as non-assignments if they are not checked; therefore, the instructor needs to do something with the assigned material to communicate the message that assignments need to be done. Such a check may take the form of a "pop quiz," asking non-volunteers for their views/reactions to something in the reading, etc. Employing this technique will get the point across and encourage students to keep up with their work.

Basic principles in working with first-time students will be shared such as providing structure and clearly defined parameters in your course. Yes, you may have to specify how many pages need to be handed in, etc. Remember, these students have just completed twelve years in a very dependent environment in which things were spelled out for them sometimes in minute detail. Make few if any assumptions. Make directions explicit, and clear, leaving little room for misinterpretation. Then ascertain students' comprehension of what they are to do.

In summary, this paper offers professors specific ways to enhance independent student learning to bring about academic success. A hand-out of strategies and examples will be provided.

Contact Person:
Dr. Helene Silverman
Dean for Academic Services
The University of Tampa
401 West Kennedy Boulevard
Tampa, FL 33606
(813) 253-6203

UNIVERSITY OF TEESSIDE

THE PRESENTATION - A FUNCTIONAL APPROACH TO PROBLEM SOLVING FOR UNIVERSITY STUDENTS

THE PRESENTER - BARRY SUDWORTH, SENIOR LECTURER IN PSYCHOLOGY, UNIVERSITY OF TEESSIDE, CLEVELAND, ENGLAND

ABSTRACT

This presentation on problem solving strategies stems from work I commenced in the late 1980's as part of an approach to methods of Counselling Psychology. From working with students with special needs I recognised that this programme might be useful for working with persons' other than those who have exhibited some deficit condition or personal adjustment problems. From further research I conducted I found this to be the case and at present am using this as a psychoeducational counselling model for athletes as part of their "Self-Directing Process" in improving their performance.

The key concept of this model is that it may be used as a "Developmental-Preventive" approach to problem solving, rather than purely in a "Diagnostic-Remedial" manner. This allows students to take greater charge of their own decisions in order to overcome their "Depowerment" to become "empowered".

The Problem Solving Model is as follows:

1. Orientation - Problems are a normal part of life.
2. Problem Identification and Goal Setting - How problems are identified.
3. Generation of Alternative Solutions through Brainstorming strategies.
4. The Consideration of Consequences
5. Making Plans and Checking for Success

For sections 4 and 5 I have employed a Task Analysis Objectives Approach in order to help students systematically address their problems.

This approach should help students:

a. Decide on Core Areas;
b. What the components for each area are;
c. How to arrange the components sequentially;
d. Write the target behaviour;
e. Arrange a sequential objectives approach to obtain that target behaviour (Task Analysis).

UTD

UNDERGRADUATE STUDIES

THE UNIVERSITY OF TEXAS AT DALLAS

BOX 830688 MS MP 16 RICHARDSON, TEXAS 75083-0688
(214) 883-6706 FAX (214) 883-2487

STUDENTS IN TRANSITION AT A UNIVERSITY IN TRANSITION: THE UT DALLAS EXPERIMENT

Dennis M. Kratz, Dean of Undergraduate Studies
Darrelene Rachavong, Director of Student Life

At The University of Texas at Dallas, students are not the only ones in transition. The entire university is in the midst of a culture change initiated by the admission of our first freshman class in 1990. This presentation describes our response to the challenge of developing a systemic program of student success in an environment of institutional evolution.

BACKGROUND

From its origin as a teaching university in 1975 until 1990, U.T. Dallas had been an "upper level" institution, its students divided equally among graduates and junior/senior undergraduates. Prior to 1994, the university also had a reputation as an institution relatively unconcerned with retention. Only in 1993, when a new administration took the bold step of using an ambitious scholarship program to quintuple the size of the freshman class (from a trickle of 100 to, by our standards, a cataract of 500) did many faculty of the university notice the widespread metaphoric termites that were eating away the foundations of the desire to be a first-rate undergraduate institution.

This session describes the challenge and our response. The visible emblem of this response be a "Center for Learning Success" that will be fully operational as the new century dawns.

WHY THE UTD EXPERIENCE MATTERS

U.T. Dallas is a unique institution. We have, by legislative mandate, a special commitment to two undergraduate populations: freshmen admitted selectively from the top ranks of high school graduating classes and students transferring after successfully completing the first two years of higher education at a Texas community or junior college. We have two significant entering classes of approximately the size size: 500 who enter as freshmen and 600 who transfer as juniors from area community colleges. We are attempting to create a learning environment equally nurturing for full-time resident students and part-time adult commuters.

U.T. Dallas offers the opportunity, therefore, to examine the value and impact of a comprehensive program aimed at improving the education of two groups of undergraduates. U.T. Dallas also offers the opportunity to examine the problems and possibilities of a systemic approach to improving the environment for learning in a complex organization. Rather than address a series of specific problems, a coalition of faculty, staff and administrators (from the Offices of Student Life and Undergraduate Sudies) is trying to implement a comprehensive solution.

DESIGN OF PRESENTATION

The presentation will consist of the following parts:

I. CONTEXT [1990-94]

How we discovered we had problems.

II. IMMEDIATE RESPONSE [1994-95]

The process by which we devised immediate responses to our most pressing problems, how we designed the overall plan and how we responded to [mirabile dictu] opposition from some faculty who accused us of coddling students and/or lowering standards.

III. REACTIONS AND REVISIONS [1995-96]

How we learned from our failures and successes: the current state of our "transition" programs.

At present, the university has implemented the following aspects of the program:

1. Freshman Orientation.
2. A Freshman Survival/Success course taught jointly by a faculty member and undergraduate Peer Advisor.
3. A Faculty Mentor program.
4. A Peer Advisor program.
5. An expanded program of Learning Assistance.
6. A cooperative program [the Offices of Student Life and Undergraduate Studies] aimed at improving not only the academic but also the social and personal lives of students.
7. A program to increase the effectiveness of Teaching Assistants in the learning process.
8. A program of assessment and evaluation.

Plans for 1996 include the implementation of faculty workshops, a junior-level transfer course modeled on the freshman success course, and an expanded cooperative work program to improve the graduation-transition.

IV. THE CENTER FOR LEARNNG SUCCESS [2000+]

Our goal is to create, by the year 2000, a Center for Learning Success that will serve as the administrative home for all programs designed to insure the academic success of our students. Included are programs aimed at easing the difficulties encountered by both groups of "transitional" students, freshmen and juniors.

CONTACT PERSON:
Dr. Dennis M. Kratz
Dean of Undergraduate Studies
The University of Texas at Dallas
Richardson TX 75083-0688
[214]883-6706

UNIVERSITY OF WISCONSIN-WHITEWATER
800 West Main Street, Whitewater, Wisconsin 53190-1790
Disabled Student Services

The Great Leap - The Transition of High School Students with Severe Disabilities to the University of Wisconsin-Whitewater

Susan Pitts
Connie Wiersma

ABSTRACT

In June 1993, the University of Wisconsin-Whitewater (UW-W) submitted a grant proposal in response to the Wisconsin Division of Vocational Rehabilitation's request for innovative models which addressed the transition of their high school clients with severe disabilities to post-secondary training. The Office of Disabled Student Services at UW-W was awarded the contract to provide these services beginning October, 1993. Now in its second year of operation (and renewed for a third) the Transition Program is actively serving a growing number of students.

Created in 1972, the UW-W Office of Disabled Student Services has the select mission within the UW-system to serve students with disabilities. The Whitewater campus has become almost fully accessible. In addition, a number of specialized services have been developed to provide students with disabilities complete access to all academic programs and opportunities to facilitate personal growth and development.

For students with severe disabilities, the transition and adjustment to college life can be an even greater leap than for their non-disabled peers. Studies suggest that students with disabilities are typically less prepared academically, socially and vocationally for the university environment when compared to other in-coming Freshmen. Students with disabilities tend to have had fewer life experiences on which to build autonomy and become self-directed. The Office of Disabled Student Services recognized this gap and the DVR/UW-W Transition Project has become the vehicle to bridge it.

Designed to incorporate a discrepancy analysis approach (by which the individual's past, present and future environments are examined), the Transition Project attempts to identify those area in which there is an inconsistency between the individual's functional skills and the demands of the post-secondary setting into which he or she is transitioning. Once identified, with the assistance of the student and individualized outcome-based plan is developed to address these discrepancies and to teach the skills needed to overcome them. Additionally, it was anticipated that the strategies developed to make the transition from high school to college would be similar to those required to make successful transitions throughout the person's life. Strategies or "enabling activities" were implemented to overcome the "gaps" in all areas of transition.

The areas where transition activities may be warranted include academics, as well as: finances/ income, vocational training, secure living arrangements, adequate personal management/daily living skills, leisure activities and recreation, mobility skills and transportation options, medical/ health services, advocacy and legal services, personal/family relationships.

Even the most carefully developed model service programs undergo a metamorphosis during implementation. The UW-W Transition Project was no exception. Objectives changed, methods of instruction were modified and some very unexpected surprises cropped up. Though the verdict is not in yet, the initial feedback and reaction of participants has been positive.

The purpose of this presentation is to share information about what we are doing to help high school students with severe disabilities guide their own transition to the college environment and beyond. We also hope to share what we have learned (good and bad) while overseeing this process and examine outcomes in the following dimensions, retention, grade point average, physical health, participation in campus activities, self-determination and advocacy, and utilization of rehabilitation/assistive technology.

Contact Person: **Susan Pitts**
Disabled Student Services/Roseman 1005B
University of Wisconsin-Whitewater
800 West Main Street
Whitewater, Wisconsin 53190

Office - (414) 472-5244
Fax - (414) 472-4865
E-Mail - PITTSS@ UWWVAX.UWW.EDU

WASHINGTON COLLEGE
in the State of MARYLAND

Identifying and Tracking Projected Student Leaders for Success

W. Dennis Berry, Director of Residence Life
Washington College
Chestertown, Maryland

Retention efforts need to begin before freshmen orientation programs, perhaps even as early as with the original acceptance letter. Such efforts initiate and nurture the relationship between the college and potential student leader. At Washington College, we have instituted the *Silver Pentagon Society* to identify projected academic leaders of the rising freshmen class who will be gathered with other like-minded individuals to discuss topics of interest during the freshmen orientation program. In doing so, the college not only shows that it has a vested interest in the student, but it also engages the student in campus life.

This new program, along with our regional *Pre-Orientation Programs, Residence Hall Leadership & Governance Programs* and the *Campus Leaders Seminars*, will be used to identify student leaders early in their campus experience for direction into various leadership opportunities such as Student Government Officers, Student Athlete Mentors, Peer Advisors and Resident Assistants.

Our Campus Leaders Seminars have had remarkable success in "fast tracking" interested students in the mainstream of campus life. The graduates of the Seminars have served as student senators, class officers, and inter-fraternity council leaders among other leadership positions.. As an institutional interest, the seminar has increased training opportunities which provide a foundation for the Residence Life para-professionals (RA's) who play a major role in student retention on our campus. It is our belief that this creates a win-win situation for both the individual and the institution.

This session will explore the strategies used to develop, then expand the Campus Leaders Seminars at Washington College. I will also demonstrate how our program identifies, trains, and involves student leaders in the attempt to improve retention efforts on our small liberal arts college campus.

300 Washington Avenue Chestertown, Maryland 21620-1197 410-778-2800

WASHINGTON COLLEGE
in the State of MARYLAND

Student Athlete Retention:
Using Recreation to Assist in the Transition from High School to College

W. Dennis Berry, Director of Residence Life
Washington College
Chestertown, Maryland

Many of our freshmen come to campus with previous athletic experiences, either as participants in high school athletics or with a deep interest in personal fitness. The successful transition into college for these students will hinge on how they transfer this "athletic" experience into everyday campus life. Student Life administrators must understand the multiple challenges faced by student-athletes as well as by former athletes who will choose to discontinue or modify their athletic experiences.

For the intercollegiate student-athlete, the challenges faced in the transition period between the high school and college include performance pressures related to making the team as well as the normal stressors related to game day performance. There are also the challenges related to balancing an increased academic demands with increased athletic practice responsibility. Even the subtle challenges of handling "home town hero" expectations play into the equation for student success.

The former athlete who decides to discontinue athletic participation due to new social and academic interests may seek a continuity or link between high school and college activities through a more limited participation in intramural or club sport teams. This points to the importance of understanding the current trends and components of a balanced Recreational Sport Program.

This session will discuss the recent trends in campus recreation administrative oversight from the athletic to the student affairs department. The session will discuss the importance of understanding the pressures placed on student-athletes as well as strategies to evaluate current programming directions and to project trends from a clientele that arrives on campus with a well developed view of their individual leisure and fitness needs.

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Wayne State University
College of Lifelong Learning

Interdisciplinary Studies Program
Detroit, Michigan 48202

Crossing The Bridge: Academic Success for Minority Students

Bobbie A. Walls and Adrienne Elliot-Brown

The College of Lifelong Learning (CLL) is a major contributor to the Wayne State University mission of providing educational opportunities to a diverse population of students. Historically, CLL has contrived ways to alleviate the barriers to a college education for off-campus students. Unique to it's urban mission, the college has also provided a bridge program for inner-city minority students.

The Division of Continuing Education (DCE) was initiated in 1968 as a special admission, educational outreach program designed to assist those students who would not ordinarily meet regular university admission requirements. The Division offers freshman and sophomore level liberal arts courses at two centers located on the northwest and east side of Detroit. DCE has an individualized counseling module with advisers assigned to each center. DCE services include orientation, one-on-one registration, advising on general education and curriculum

curriculum planning, career planning, and testing and evaluation for English and mathematics proficiencies. Advisers are given comprehensive training and are well-versed on university and community services. In addition, DCE employs full-time English and Math Lecturers who have developed special programs to upgrade deficiencies in their respective areas. Each student is assigned to an adviser and individual counseling, follow-up and tracking are provided.

After a decade of providing academic success for minority students, the Division of Continuing Education Program is still based on the philosophy that students who are interested, committed, and willing to invest the time, can succeed academically when provided with the appropriate academic and support services.

In 1994, DCE enrolled 555 students. Over 90% of DCE students are from African American and minority populations.

Bobbie A. Walls
6001 Cass Ave., Room 449
Detroit, MI 48202
(313) 577-0832

WEATHERFORD COLLEGE
Of Parker County Junior College District

308 EAST PARK AVENUE
WEATHERFORD, TEXAS 76086
(817) 594-5471
FAX (817) 594-0627

THE STUDENT SUCCESS CONNECTION: A MODEL FOR STUDENTS IN TRANSITION

Barbara McGregor, Ph.D. and
Shirley Chenault, a.b.d.

ABSTRACT

Unique to Weatherford College in North Central Texas is its paradoxical student population from both rural and urban environments. The college's service delivery area consists of 30 small, rural school districts in nearby farming communities. Students from the rural areas repeatedly enter college lacking realistic expectations of what is required in the classroom and on the job. Additionally, each year a considerable number of urban students from the nearby Dallas/Fort Worth Metroplex choose the relaxed, safe environment of Weatherford College, perceiving it as a smooth transition between high school and the four-year college or university.

Weatherford College's challenge has been to meet these seemingly contradictory needs. Leveling programs, such as the *Student Success Connection*, integrate a variety of college services and initiatives to facilitate student success. One exemplary initiative has been the Tech Prep program, which links the college curriculum to the 30 rural school districts, allowing

high school students to earn tuition-free college credit. While Tech Prep is a program developed to guide high school students into courses that will form a firm academic and technological foundation on which to build their future, many Tech Prep students entering college require a comprehensive support system to help them achieve success in college. Many other college freshmen and sophomores have similar needs. The *Student Success Connection*, in addition to tutoring and mentoring assistance, also offers testing and evaluation, academic, vocational, and personal counseling, workshops, and career and transfer advisement.

This presentation will feature the *Student Success Connection*, which details a four-pronged approach to successful student transitions, including access, retention, completion, and transfer. The session will delineate the strategic planning, implementation, and integration of the two initiatives to meet the diverse needs of students in transition from high school to the community college and beyond.